

THE MAGAZINE OF BETTER SCHOOL ADMINISTRATION

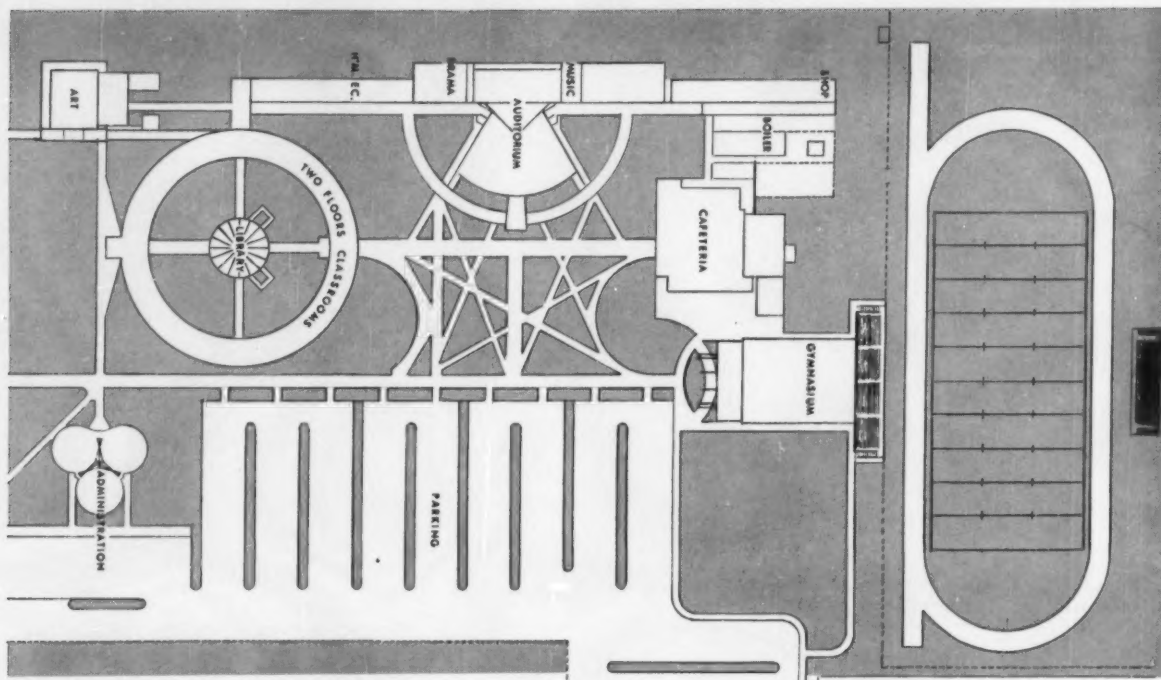
# **THE *Nation's Schools***



**COLOR** and spaciousness characterize the new administrative quarters in La Grange Park, Ill. Reception room (upper photo) welcomes the visitor. General office (lower photo) is removed from traffic areas. Story begins on page 58.

**JUNE**

**How Foreign Statesmen See Our Schools ■ Gulf Not Widening Between Administrators and Teachers ■ School Boards Prepare for 'Action' ■ New Lady of the Angels Rises From Ashes ■ Southeastern Views About School Business ■ Beauty, Dignity for Administrative Quarters ■ Two Versions of the Junior High 'House' Plan**



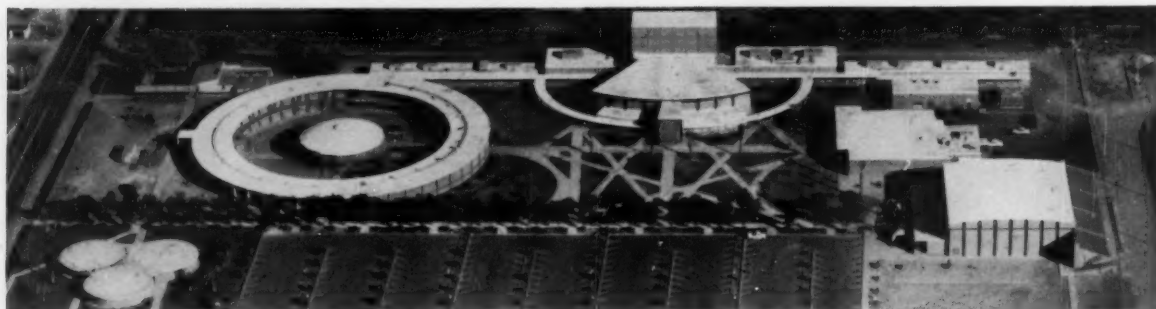
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# **THE Nation's Schools**

THE MAGAZINE OF BETTER SCHOOL ADMINISTRATION

JUNE 1961

## **As Visiting Statesmen See Our Schools**

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*Four distinguished statesmen-scholars representing other countries shared experiences with administrators at the recent A.A.S.A. conventions. An exclusive interview reveals their views on American education as an international enterprise.*

## **Bible Reading Upheld in Miami Public Schools**

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Lee O. Garber

*When participation is optional, certain religious practices, such as Bible reading without sectarian comment, reciting prayers, and singing hymns are deemed permissible in the Dade County public schools by a Florida circuit court.*

## **Two Versions of the 'House' Plan**

65

*To accommodate increasing enrollments without loss of a sense of "belonging" among pupils, the 'house' plan is found to be a successful form of school organization as developed in two junior high schools in Scarsdale and Niskayuna, N.Y.*

## **Scarsdale Plan Is Flexible and Relaxed**

66

Walter F. Fogg

*The 'house' plan at Scarsdale Junior High School embraces Grades 6, 7 and 8. Advantages of this plan are many: more flexibility, more relaxed atmosphere, greater school loyalty, and less traffic congestion.*

## **In Niskayuna, a 'House' Fits Into an Existing School**

68

Hugh J. Diamond

*Another form of the house plan is in its second year of operation at Van Antwerp Junior High School in Niskayuna, N.Y. This plan, used in Grade 6 only, was fitted into existing facilities, i.e. no new buildings were constructed.*

## **School Boards Association Prepares for 'Action'**

71

*Delegates to the 22nd annual National School Boards Association convention authorized officials to speak for the federation on national issues. The board concurred in action on the executive director.*

## **School Budget Reflects Changes in Education**

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## **Southeastern Views About School Business Administration**

76

*Part 2: Excerpts and summaries from speeches presented at the business sessions of S.A.S.B.O. are presented. Business topics discussed include auditing, vandalism, custodial problems, purchasing and warehousing, and state and federal funds.*

Vol. 67 No. 6

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Continued on next page

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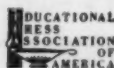
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## THE Nation's Schools

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*The color and spaciousness that characterize the new administration headquarters for elementary schools in La Grange Park, Ill., bespeak the importance of the man who heads the community's biggest business.*

#### Our Lady Is a Fire-Resistant School 62

*Sprinkler systems, fire warning devices, fire-resistant materials all have gone into the new Our Lady of the Angels School. It stands on the site of the 1958 fire that took the lives of 92 pupils and three nuns.*

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#### How To Get Results From Lunch Workshops 82 I. Eaton

*Evidence of improvement — better balanced meals, better planned meals, and more effective use of labor saving equipment — has resulted in Illinois districts whose lunch personnel attended workshops.*

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## Ellsworth Tompkins Joins TNS Editorial Advisory Board

Newest member of the editorial advisory board for **The NATION'S SCHOOLS** is also relatively new to his responsibilities as executive secretary of the National Association of Secondary-School Principals. He is Ellsworth Tompkins who accepted his present post with the N.A.S.S.P. in January 1960, after having served as



Ellsworth Tompkins

associate secretary for the previous five years.

Formerly, he was chief of the Secondary Schools Section for the U.S. Office of Education (1954-55) and specialist in secondary school administration (1947-54).

For 15 years (1932-47) he was vice principal and then principal of Eastside High School at Paterson, N.J., where he also had been teacher of English and speech for six years previously.

In the early days of his career he served in various posts with Station WJZ, New York, and Station WRC, Washington, D.C.

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# ADMINISTRATOR'S

# CLINIC

By CALVIN GRIEDER  
Professor of School Administration  
University of Colorado

## Needed: A Code of Professional Conduct

**D**URING the last few years numerous state associations of school administrators have made much progress both in membership gains and in professional activity. They are now in a position, I believe, to make a badly needed and long overdue contribution to the development of a code of ethics.

Formulating a code of ethics is difficult and time consuming, and its enforcement is beset with formidable obstacles. Perhaps these conditions have discouraged the American Association of School Administrators from taking the lead in this field as forthrightly as one might wish. And perhaps A.A.S.A. officers and committees have not been persuaded sufficiently of the need for a strong code backed up by the unmistakable intention of enforcing it.

In the last two or three years a succession of superintendents has been given fairly rough treatment at the hands of school boards. Dismissals have been ordered under circumstances that do not seem to warrant such action. Investigations of some of these cases have been given more publicity nationally than used to be centered on such unfortunate events; hence, they have been brought closer to home.

This sets the stage for what I now suggest: Let's begin with states where a high percentage of superintendents is enrolled in the state association. Let the membership agree that if one of them is dismissed by his board, no other member will be available as a candidate for the position, if, after prompt and competent investigation, the board's action is deemed to be unjustified.

Many city school systems recruit

top administrators from outside the state. Therefore, the state associations should, after formulating a policy and agreement binding the members, initiate steps leading toward reciprocal agreements with other states. Even without interstate reciprocity, however, the moral effect of such an agreement by members of a professional association would be great.

Any man who did accept a position that violated the stand taken by the state association should be subject to a sort of boycott — cut off from the professional contacts and activities that normally obtain with membership.

Once a good beginning has been made in this course by 10 or 12 states, the national organization would be in a position to promote a national policy or code.

In teaching, we try to develop group or social discipline among the pupils. One of the earmarks of a profession is the submission of its practitioners to a code of professional conduct and standards. The foregoing suggestions are compatible with these ideals.

## Administrator Should Look Outside His Own House

Are you a "desk administrator"?

The news services report that President Kennedy has begun the practice of visiting government departments and agencies. Every administrator should, I am convinced, adapt this to his own situation.

An administrator should get around to various units of the enterprise he heads. It is good for him, and it is good for those who work in the several units.

He should be seen; he should see a bit of what is going on and the conditions in which it's going on. In education, university and college presidents, superintendents and principals should set aside some time regularly for this activity. Especially the principals, of course.

From the appearance and condition of school grounds I've observed in visits to many, many schools, I believe that few principals follow the excellent routine of a daily inspection tour of buildings and grounds.

Protests are made that there is no time for this. It's a matter of choice and of relative values. I should think that administrators would feel that it is important for them to keep in touch with the working front of the institutions they head.

It is likely to increase their understanding of proposals and requests made by the staff and to give them a better basis for suggestions and plans of their own. All up and down the line it is likely to enhance the morale of the staff, although it can backfire if not done in a constructive way. Of course, most of us can think of administrators we would *rather* see chained to their desks than out raising hell in the works.

## Federal Aid Might Improve Local Assessment Practices

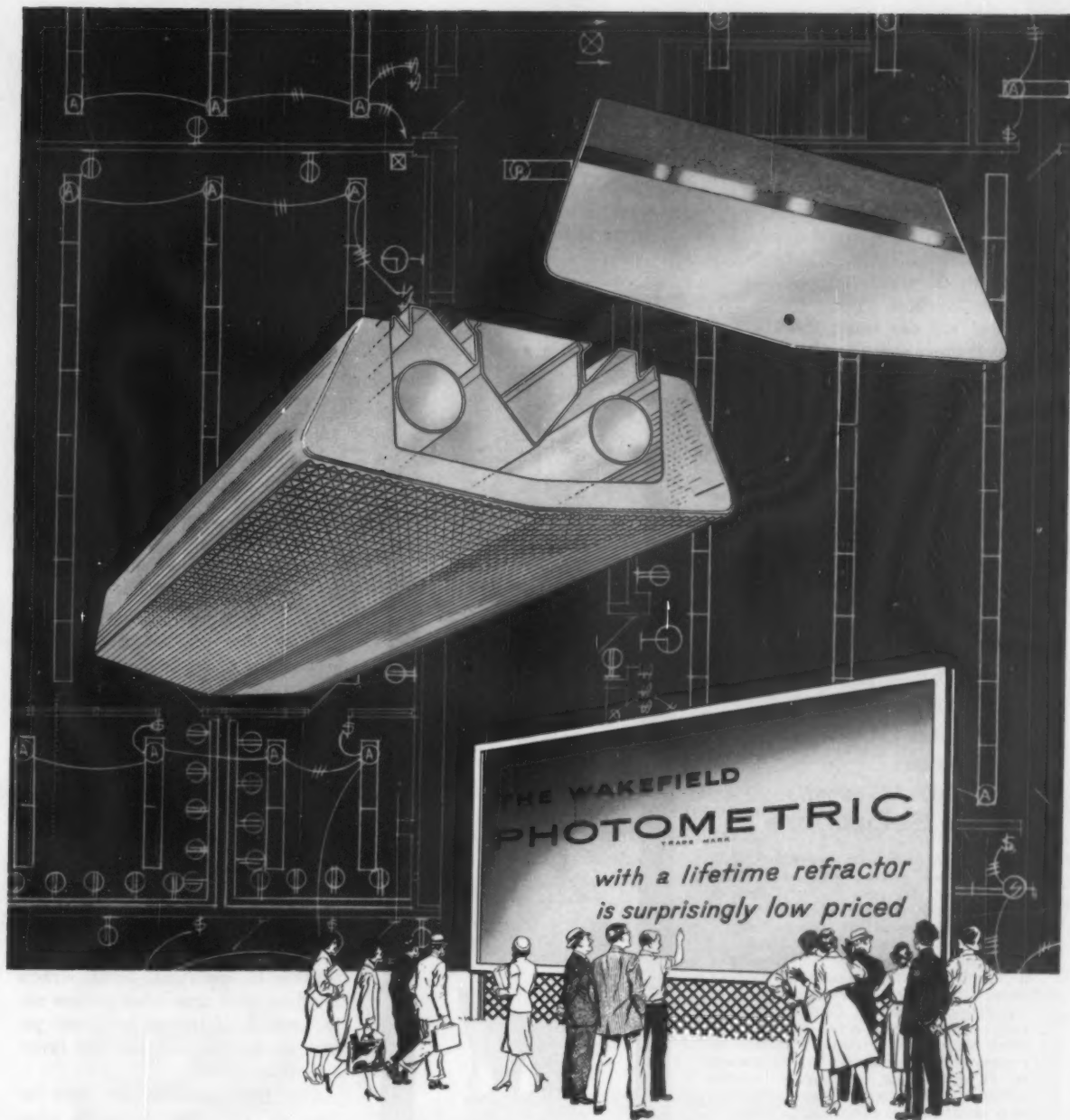
Federal aid programs have had a tremendous effect in straightening and strengthening various governmental services with which state agencies have been unable or unwilling to cope. Two of the most impressive developments along this line are the highways systems and provisions for welfare, especially old-age security.

The public roads administration was instrumental in getting interstate highways to meet at state boundaries. They used to end up in cornfields.

Social security did away with the old poor farms in most parts of the country. State government had been unable to manage all these things without the help of the federal government; things got so bad that the government finally stepped in.

The current lively interest in federal aid for education may bring about some much needed improvements in property assessment, which is one of the weakest points in the whole structure of state and local government. A few proposals for

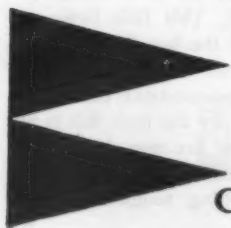
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## Administrator's Clinic

(Continued From Page 8)

equalization depend on some measure of need. At the state level there is income and population data available. But below the state level, income data is not so commonly available, and one measure of need that usually is resorted to is assessed valuation of property. At the local level this is usually the only kind of financial measure available.

If federal aid can bring about a significant improvement in assessment

practices, its value will far surpass the mere dollar grants made available.

## There's Still a Choice Time for School Bond Elections

Since a large majority of school bond issues are approved by the voters, it is a matter of interest when a bond issue fails. Why do bond issues fail, aside from the obvious answer that not enough people vote for them?

There must be a great many rea-

sons. One community that is well known to me, which had never before defeated a bond proposition, turned down a million dollar program by a 2 to 1 vote. The main reason, I think, was because most of the money was to go for replacement of old units. The people just weren't sure that this kind of project was urgent at the time. A well organized tiny minority with money to spend also contributed to the defeat.

In another school community — a district embracing a large rural area and a small city — voters gave these reasons, among others, for the defeat of a recent bond proposal:

1. You didn't ask for enough.
2. We need a high school.
3. Why build kindergartens?
4. What do rural attendance centers get out of it?
5. You put out too much explanation and reading material.
6. The property tax notices were sent out the day before the bond election.
7. The newspaper carried too much material on the bond proposal. It was confusing.
8. You can't close a street in order to build a school!
9. What was good enough for me is good enough for my kids.
10. My taxes are too high already.
11. Your campus plan (for a junior high school) was too costly.

The question of timing a bond election is important. Some writers say there is no time when success can be assured, of course, but some periods during the year are more favorable than others.

Poor times generally are dates before, on, and after April 15, when U.S. income tax and some state tax returns are due. Just before and after Christmas are poor times, as is any time during the summer when people are not particularly "school-minded."

In Colorado, the most propitious period seems to be in October or early November. This falls between the times of all the big demands for money, and when the schools are in full swing. Some contend that May is just as good. By the time this is in print, some new tax may be scheduled for collection at these times. Things are getting tougher all the time.

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**I**t's a fact! On the basis of a 20 classroom school (with gymnasium and auditorium), you'll realize savings of at least \$1,000.00 when you specify Practi-Call® by STANDARD.

The reason? Simply this: with Practi-Call, system components serve dual purposes. The bell control board, for example, functions both as a means of signal programming and as a telephone central. And installation savings are significant because all wiring is run in a *single conduit* to companion-mounted clock and speaker combinations. What's more, maintenance costs are lower, because service is from a single, reliable source—with no troublesome, divided responsibility.

Request more information on Practi-Call, the sensible, all-in-one communication system . . . "Functionalism without Frills".



Request publications No. 245 and No. 248.



**THE STANDARD ELECTRIC TIME COMPANY**

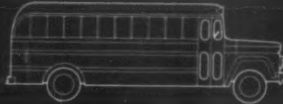
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# BEST IN BUSES ACROSS THE BOARD

Tough school bus schedules come easy with Chevrolet in the picture, and tight budgets look better than ever. Every requirement from 8 to 66 passengers can be met at maximum efficiency, with a Chevy model made-to-measure for the job. When you plan your transportation operations around Chevrolet, you can match your route and schedule needs to a "T", so that every seat, every pound, every chassis and body dollar works for you every day. And the way these Chevies work means unsurpassed savings right down the line, from low first cost and fuel consumption to minimum upkeep, longer life and less actual depreciation. Get the full details and you'll go Chevrolet when new equipment time comes around again. . . . Chevrolet Division of General Motors, Detroit 2, Michigan.

## CONVENTIONAL CHASSIS



MODEL	PUPIL CAPACITY	WHEELBASE	MAX. GVW
S5302	30 to 36	157"	16,000 lb.
S6202	42 to 48	197"	21,000 lb.
S6402	48 to 54	225½"	21,000 lb.
S6702	54 to 60	243"	21,000 lb.
S7702	54 to 60	243"	23,000 lb.
S7902	60 to 66	261½"	23,000 lb.

## STEP-VAN BUS



MODEL	PUPIL CAPACITY	WHEELBASE	MAX. GVW
P2545	12 to 16	125"	7,000 lb.
P2645	15 to 20	137"	7,000 lb.
P3545	12 to 16	125"	10,000 lb.
P3645	15 to 20	137"	10,000 lb.

## SUBURBAN CARRYALL



MODEL	PUPIL CAPACITY	WHEELBASE	MAX. GVW
C1406 (Panel doors)	8 to 12	115"	5,200 lb.
C1416 (Tailgate)	8 to 12	115"	5,200 lb.

**CONVENTIONAL SCHOOL BUS CHASSIS**—Six chassis-cowl models on five wheelbases and in three weight classes bracket the bus field for from 30 to 66 passengers, with a wide choice of made-to-fit bodies available from leading manufacturers everywhere. All can be fully equipped to meet basic national school bus standards and a wide variety of low-cost factory-installed special equipment is available to meet virtually any special local regulations. The power lineup, from the 235-cubic-inch Thriftmaster 6 to the 348-cubic-inch Workmaster Special V8, is tailored to exemplify the economy, performance and thrift that have made Chevrolet the acknowledged industry leader in high-efficiency engine design. All conventional models feature independent front and variable-rate rear suspension systems for smooth ride, safe, sure handling, and longer body and chassis life.

**STEP-VAN BUS MODELS**—For limited routes, private school day students, athletic team or band transportation and many other special requirements, here's the answer to the tightest operating budget. You can choose from four fully equipped bus models based on Chevrolet's popular multi-stop Step-Vans, known far and wide for their diehard durability and exceptional operating economy. Three seating arrangements are available in each of two body sizes, offering transportation tailor-made for from 12 to 20 passengers.

**CARRYALL MODELS**—Here are small-route buses or equipment carriers with unlimited versatility in two Chevrolet Carryall models designed to tackle just about any job that comes up. You can choose between horizontal-opening panel-type rear doors or station-wagon-type lift- and tailgates, as you prefer. Second and third seats can be removed or rearranged, in next to no time, to accommodate a wide variety of passenger and equipment loading requirements. The basic Carryall seats eight and can be factory-equipped to meet just about any special school bus regulation. In addition, fully equipped school bus conversions for up to 12 passengers are available through leading special equipment suppliers.

## THE VALUE BUY IN SCHOOL TRANSPORTATION





The most economical flag you can buy is Dettra's high-quality cotton bunting BULL-DOG brand. Bull-Dog bunting exceeds U.S. Government specifications for Type B cotton bunting on all counts—tensile strength, color fastness and wearability. Bull-Dog flags have been used continuously by the U.S. Government since 1915 when John Dettra submitted samples for tests. As a result of those tests, the Government issued a new set of specifications based on Dettra's Bull-Dog Bunting. Insist on Bull-Dog Flags for economy.

Dettra flags and banners available in stock or made to order in a wide range of superb fabrics for indoor and outdoor use. For FREE SAMPLES, literature, prices and name of nearest Dettra Dealer, write Dept. N. 1.



**DETTA FLAG CO., INC.**  
Oaks, Pennsylvania

*School and Gym Floors  
Our Specialty*

**CONNOR'S "LAYTITE"  
EDGE GRAIN**

**UP TO 50% LESS EXPANSION  
IN THE USE OF EDGE GRAIN**

(According to Forest Products Laboratory)

**USE "LAYTITE" EDGE GRAIN FOR:**

- ★ LESS EXPANSION AND CONTRACTION
- ★ MORE YEARS OF HARD WEAR
- ★ LIGHTER AND MORE UNIFORM COLOR
- ★ LESS DIFFICULTY IN HUMID AREAS
- ★ AVOID BUCKLING AND WARPING

**AVAILABLE IN REZILL-CUSH\* SYSTEM —  
"CONTINUOUS STRIP" — REGULAR STRIP**

See SWEET'S FILE Specs. #13J/CO.

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® U. S. PAT. OFF. \*TRADEMARK



**GAME-TIME'S NEW  
PULL-AROUND WHIRLER**

A safe, imaginative, new Game-Time merry-go-round for tots. By grasping wheel atop fixed centerpole, one child can easily turn movable steel platform—which rides on heavy duty, sealed-in bearings. Available with portable or stationary base . . . and with or without Game-Time's exclusive Saddle-Mate animals. Colorful, it has a bright red Grab-tite finish and a peppermint striped centerpole. Size is 64" diameter. Choice of delightful, molded fiberglass Saddle-Mates includes: Horse, Donkey, Camel, Duck, Swan, and Elephant. Here's a whirler no playground should be without.

Write for free literature  
on Game-Time's complete line of  
playground, sports, and park equipment!

**GAME-TIME, INC.**

608 Jonesville Rd. • Litchfield 1, Michigan



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## This chair was sentenced to a year of punishment

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Summer's sun won't fade or faze it...winter's worst weather won't crack or craze it. Impact testing at 40° below zero wouldn't break it. Virco's new #867 chair is virtually indestructible. A year of torture testing—including over 50,000-cycle life testing—has proved the strength of the #867 and its MARTEST plastic seat and back.

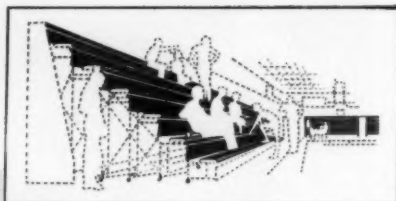
MARTEST, a plastic with a propensity for taking punishment, is molded in our own new plant and is coupled with a heavy gauge steel frame. And MARTEST has at least two other advantages: It caters to student comfort, and it pleases school budgets by lowering the price of plastic to the cost of wood.

Our new full-color catalog provides specifications on Virco's complete line of school furniture for kindergarten through college. Write today to: Virco Mfg. Corporation, Department AA, Post Office Box 44846, Station H, Los Angeles, California. (Plants also in Arkansas and Pennsylvania.)

**VIRCO**

*First name in school furniture—the last word in plastics*

FOLDING GYM SEATING MADE WITH CLAD-REX VINYL-CLAD METAL



**If you're considering gymnasium seating,  
here's why you should call Brunswick**

Totally new, Brunswick vinyl-on-steel folding seating for gymnasiums guarantees a lifetime of comfortable, low maintenance service!

It's strong and safe, of course. Design is functional, yet in keeping with today's educational trends. But, much more, Brunswick's extensive use of Clad-Rex vinyl-clad metal results in a rugged, stain-proof surface that adds the decor and warmth of leather finish. Indeed, Brunswick's new vinyl-on-steel folding gymnasium seating is worthy of your serious consideration.

You will get prompt attention, and full details by contacting the Brunswick distributor in your area, or Brunswick in Kalamazoo, Michigan.

23BX

*Clad-Rex Vinyl-Clad Metal is a product of*



**SIMONIZ INDUSTRIAL PRODUCTS**

*A Division of Simoniz Company*

**CLAD-REX VINYL-CLAD METALS • SIMONAIRE FOAMS AND INDUSTRIAL CHEMICALS  
SIMONIZ RESEARCH, DEVELOPMENT AND ENGINEERING**



## Would you put your face this close to your gym floor?

You don't have to. But the children do! This is another reason why there are often vacant seats in the classrooms. The biggest reservoir for germs in your school is the floor. And gym exercises often require the children to put their faces near it. Protection from floor germs is needed. The kind of protection the

Man Behind the Huntington Drum (our representative) can provide. He has been helping destroy disease-carrying bacteria in schools for many years. Read how he makes schools a healthier place to study and learn. The interesting and important facts are on the next page.

### HUNTINGTON

... where research leads to better products

HUNTINGTON  LABORATORIES • HUNTINGTON, INDIANA • Philadelphia 35, Pennsylvania • In Canada: Toronto 2, Ontario





**HUNTOLENE.**

**DI-CROBE.**



## How to make your school a healthier place to study and learn!

Use only the best sanitation and maintenance products. They won't cost a penny more. In fact, you'll save money in the long run. And you'll find fewer empty desks throughout the school year. Here's why.

Huntington products are dependable. Our technicians rigidly adhere to the highest quality standards. For more than 41 years, we have been developing cleaning specialties that attack germs on all school surfaces. Because of this dependability and high quality, your maintenance man will be able to do a more thorough, longer-lasting job. And he will be able to spend less time on the job, at a big savings to you.

One more important point. Huntington has a wide range of school sanitation and maintenance products. Why so many? Because we believe a product created to do a *specific* job will do it better and at less cost. Because our experienced representative, the Man Behind the Huntington Drum, needs this vast arsenal of sanitation and maintenance specialties to select the products that will best solve *your school's* problems. Write or call us for the name and address of the representative nearest you. Please do it today.

● **HUNTOLENE ANTISEPTIC DUST CONTROL KEEPS DUST DOWN, INHIBITS GERM GROWTH WITH A SIMPLE MOPPING!** Sprinkle Huntolene on the mophead and dust the floor. A Huntolene-treated dust mop quickly picks up particles of dust and inhibits germ multiplication on the floor and in the mop. Does not leave a sticky residue on the floor and readily washes out of the mophead. When used regularly, Huntolene prevents dust from rising off the floor and into the air. It gives you the assurance that your floor is not a health hazard. You'll be surprised at its low cost, too!

● **DESTROY BACTERIA ON FLOORS AND MOST OTHER SCHOOL SURFACES WITH DI-CROBE GERMICIDAL CLEANER** Di-Crobe is both a powerful cleaner and a germ killer. The maintenance man saves time because he cleans the surface and kills germs in one simple operation. Plus this, since Di-Crobe contains no soap, it cannot leave a dulling film on the surface. And when you don't rinse, an invisible germ-killing layer of Di-Crobe is left on the surface that keeps on working after the application. Use economical Di-Crobe on floors, walls, desks, toilets, urinals, chalk boards . . . nearly any school surface which might harbor germs.

# HUNTINGTON

... where research leads to better products



**HUNTINGTON LABORATORIES**  
Huntington, Indiana

Please send me the following information, without obligation:

- ☐ Data on Huntolene Antiseptic Dust Control.
- ☐ More information on Di-Crobe Germicidal Cleaner.
- ☐ Information on the complete line of Huntington sanitation and maintenance products.
- ☐ I would like to discuss our school sanitation and maintenance program with a Huntington representative. Have him call for an appointment.

NAME

TITLE

SCHOOL

ADDRESS

CITY

STATE

cut  
teacher  
grading  
time  
with...



## BURGESS GRADE-O-MAT

*small, portable, electronic, automatic test-scoring machine*

Here is the world's first portable and automatic electronic test-scoring machine. It quickly and accurately figures scores on standard manually-punched test cards, cutting teacher's grading time drastically. It reduces the costs and inaccuracies of present day scoring machines.

**FAST** . . . in one hour it is easy to grade 200 exams.

**FLEXIBLE** . . . all multiple-choice and true-false questions in teacher-written tests in any subject can easily utilize standard-punched answer cards . . . adaptable from fifth grade through college level.

**ECONOMICAL** . . . relatively low, one-time cost. Completely transistorized for reliable operation and easy maintenance. Cards are readily available, along with stylus and re-usable sponge pad, at very low cost.

**ACCURATE** . . . extensively researched in conjunction with noted test administrators, psychologists, and the U.S. Navy.

**CONVENIENT** . . . always available where each teacher needs it. As easy to carry from room to room as a portable typewriter.

Please send further information on the new Grade-O-Mat.

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School \_\_\_\_\_

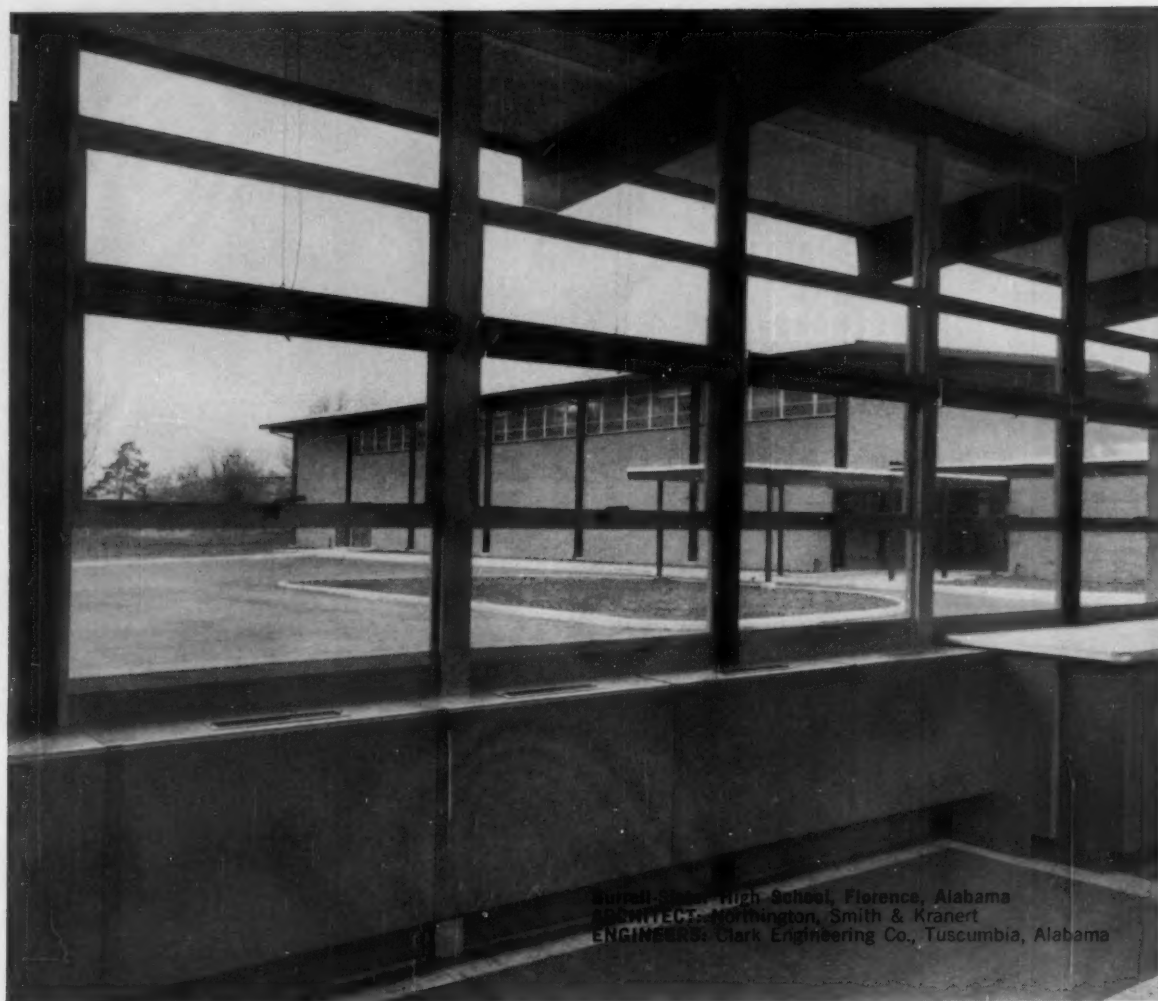
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**GRADE-O-MAT DIVISION  
BURGESS CELLULOSE COMPANY**

FREEPORT, ILLINOIS

NS-6



## Total installed cost only 97.8¢ per sq. ft. for NORMAN SCHOOLROOM HEATING AND VENTILATING SYSTEMS in 32-room school

Saving money on first cost is only one of the reasons why school architects, engineers and school administrators are turning to gas-fired Norman Schoolroom Heating and Ventilating Systems. With building costs still rising, Norman individual room-by-room systems are budget-savers. This modern 32-room school is another cost-cutting example.

Nineteen classrooms, gymnasium, auditorium and stage, dining room, library and other areas are efficiently and comfortably heated and ventilated. Yet the building has no pipe tunnels or central heater room ... no costly network of connecting pipes or ducts.

But most important is the ideal study environment maintained through individual room comfort. Each Norman system evenly distributes fresh outside air blended with recirculated room air *when needed* but conserves fuel during unoccupied periods.

Looking ahead, you can add any number of rooms without touching the existing Norman systems. Air conditioning may be included at time of installation or in the future.

Want more facts and figures? Send for comprehensive manual on Norman HVS Horizontal or Inn-A-Wal Counter Flow models.

**Norman®** PRODUCTS COMPANY • 1162 Chesapeake Ave., Columbus 12, Ohio

***the inside story  
on property protection  
from a school  
management point  
of view... save your  
school system money  
and trouble by passing  
this advertisement  
along to the man  
who buys fence***

TURN THE PAGE →



continued from preceding page

***It may take 10 years to find out if you bought a good fence. Buying chain link fence is a lot like buying carpeting: it takes years of wear and tear—usually about 10—before you know if you've made a good buy. At the time of purchase, only an expertly informed buyer can tell. The following discussion of fence is intended to give you pertinent information and a supply of pointed questions to ask a supplier the next time you have to buy property protection fence.***

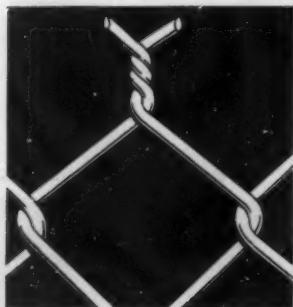


FIG. 1: Galv-After process, developed by Cyclone, assures uniform zinc coating over Cyclone Fence fabric. No uncoated ends or bends to invite corrosion.

### **fence uniformly galvanized?**

Some chain link fence is galvanized **before** weaving. Twisting, turning and bending by weaving machines may break the seal of zinc; leave uncoated ends to invite corrosion.

USS Cyclone Fence is galvanized **after** weaving. This Galv-After process, developed by Cyclone, means that none of the protective zinc is removed from Cyclone chain link after it leaves our hot-dip tanks. This adds years to fence life.



FIG. 2: Prefabricated clip—unique with Cyclone—makes a cleaner, tighter job, gets the fence up faster.

### **every part engineered to its job?**

Fence can cost a sizable sum of money. You have a right to expect your investment to pay off in 20, 30 or more years of solid property protection with relatively little maintenance. This means you want a fence that's engineered to the job, not just a haphazard collection of pieces and parts. **Every part that goes into a USS Cyclone Fence is completely pre-engineered.** The design, the weight, the mechanics are exactly right. Take the 4" piece of wire we use to fasten fence fabric to line posts. It's about the smallest thing that goes into a Cyclone fence, yet we've gone to the trouble of pre-shaping it into a clip. The clip makes a cleaner, tighter job and helps us get your fence up faster. This can save you money.

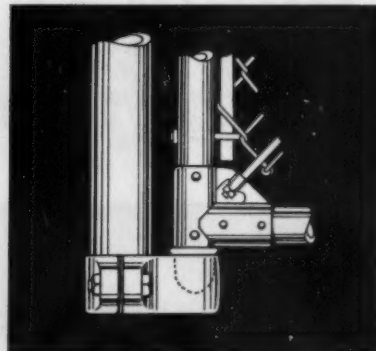


FIG. 3: Sleeve construction of USS Cyclone gate makes repairs easy. Remove a few rivets, insert a new part and you have a new gate.

### **gates easily repairable?**

Most fence gates are welded. Smack one with a truck and you have to burn off the damaged section and weld on a new one. It's a major rebuilding job.

USS Cyclone Gates are made with sleeve construction. Remove a few rivets, insert a new part and you have a new gate. Cyclone gates are prefabricated. There's no cut and fit in the field. Saves us time, saves you money. Cyclone gates have adjustable truss rods. Most welded gates don't. The truss rods help true up a gate and keep it true. We say our gates never sag. They don't.

## are the line posts H-Posts?

The job of the line posts: to give you strength where you need it most—across the line of fence. If they're weaklings you may be in for trouble; someday they could be called on to stop the roll of a truck or halt the veer of a car. The stronger they are, the more protection your people and property will have.

The Cyclone H-Post is solid steel covered with a heavy coat of zinc. It's designed like a beam for extra strength. Its flange and web make a better bond with concrete than the round type of line post. There's no inside surface to corrode; all surfaces are exposed and zinc-protected. There's no well to fill with water if a top should loosen; in a freeze the expanding ice can pop a top right off a hollow post. The H-Post won't crimp if something runs into it. It has to be twisted first, then bent to put it down. If it does go down, it can be straightened by applying heat and pulling it upright and it will still be strong and look good. With the H-Post we use on heavy-duty fence, you get almost a half pound more metal per foot than you do with other types of posts. That means more strength at no extra cost.

FIG. 4: H-post—developed by Cyclone—is designed like a beam for extra strength. Flange and web make excellent bond with concrete. No hidden surfaces to corrode.

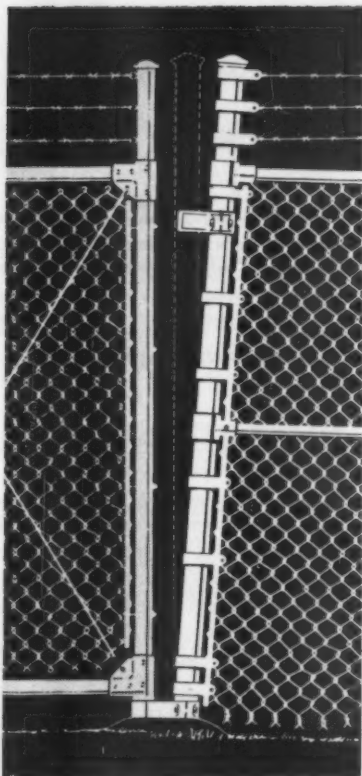


FIG. 5: Expert Cyclone crewmen set gate post a bubble off plumb. Heavy gate pulls post into line, gate swings true.

## pickup crews... or fence men?

Your fence will look better and last longer if it's put up by men who know fence. Find out what kind of crew will put in your fence **before** you buy.

Most of our USS Cyclone crewmen have been with us for years. They know our specifications so well they can erect a fence from the "take off" on the back of our estimating sheets. There's a knack to putting in good fence. Example: the strongest post will give a little when you hang a heavy gate on it. To compensate for this lean, an expert Cyclone crewman will set the gate post a bubble off plumb. When the gate is hung, its weight will pull the post into line. These are the little tricks of the trade that make the difference between a good job and an average job.

## how's the price?

Price alone is not the answer when you're buying fence. You'd be amazed what can be done by opportunists to cheapen the **quality** of a fence along with the price, without your knowing it. You may get lighter gage wire than you specify. Cheaper fittings. Lightweight tubing instead of heavyweight pipe. A cheaper grade of zinc coating. Shorter posts than specified (the company that's willing to do it can save a foot or two of metal by not sinking the posts in concrete to an adequate depth).

Cyclone makes one grade of fence, no cheaper line. Our specifications are standard. USS Cyclone Fence is pre-engineered, prefabricated to the smallest part. We stand behind the quality of all our parts and workmanship. We're a direct organization, the only people in the fence business who have complete control of everything that goes into the fence, from the mining of the ore for the metal to the actual erection of the fence. If something goes wrong, we've got nobody to pass the buck to. That's why we take special pains to see that nothing does go wrong.

## recognize the brand?

It's possible to go into the business of selling and erecting fence with little more than a desk, a telephone and the price of an ad. You can get out just as fast as you got in. That's why it's important to know the brand and know you can depend on it before you buy.

Cyclone is the largest manufacturer of chain link fence in the world, and one of the oldest. We've been in business 74 years. A point particularly worth emphasizing: Cyclone is not a type of fence, it's the name of one particular brand of fence. The only company that makes USS Cyclone Fence is the American Steel & Wire Division of United States Steel. And the only people who sell it are the 69 Cyclone Branch Offices around the country.

*continued on next page*

continued from preceding page

## can you count on service?

Cyclone has 69 branch offices around the country. Which means wherever you are, we're reasonably close by. Our service is fast, sure. Our representatives know fence and the intricacies of writing solid fence specifications. They'll be happy to sit down with you anytime and help you develop a set of airtight specifications which, if followed to the letter, will guarantee you a first class fence job.

USS and Cyclone are registered trademarks

**GENERAL OFFICE: 614 SUPERIOR AVE., N. W., CLEVELAND 13, OHIO.**

### 69 CYCLONE BRANCH OFFICES

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Phone: HE 4-6715

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6348 W. Diversey Avenue  
Phone: NA 2-3784

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Phone: ENdicott 1-1230

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Phone: ALPine 2-0423

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Phone: 3-3931

Detroit 7, Michigan  
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Phone: HAZel 9-7777

Eugene, Oregon  
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Phone: DIamond 3-7113

Flint, Michigan  
Box 623  
Phone: CEDar 5-6608

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Phone: EDison 5-4371

Fresno, California  
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Phone: BALDwin 2-2021

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Phone: HEmlock 7-4752

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Phone: BRoadway 5-6641

Harrisburg, Pennsylvania  
112 N. Second Street  
Phone: CEDar 4-4120

Hartford, Connecticut  
1/2 Wawarm Avenue  
Phone: CHapel 9-6835

Houston 5, Texas  
6513 S. Main Street  
P. O. Box 20084  
Phone: JACKson 3-1613

Indianapolis 5, Indiana  
P. O. Box 55113  
Phone: CLifford 1-0087

Jackson 115, Mississippi  
117 Woodrow Wilson Avenue  
Phone: FL 3-6881

Kansas City, Kansas  
2820 Roe Lane  
Phone: KEndall 2-2472

Lansing, Michigan  
501 N. Walnut Street  
Lansing, Michigan  
Phone: IVanhoe 2-0624

Los Angeles, California  
820 Thompson Avenue  
Glendale 5, California  
Phone: CHapman 5-2635

Louisville, Kentucky  
P. O. Box 33  
Phone: JUNiper 3-0408

Lubbock, Texas  
2408 Clovis Road  
P. O. Box 1567  
Phone: PORter 2-0836

Memphis, Tennessee  
3610 Park Avenue  
(Mail Address: P. O. Box 6421)  
Phone: FAirfax 4-5422

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2925 N. W. 42nd Avenue  
P. O. Box 55-7486  
Phone: NEWton 5-4585

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Phone: BIGelow 8-2600

New Orleans 23, Louisiana  
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71 Broadway—Room 708  
Phone: DIGby 4-9000, Ext. 709

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Oakland 8, California  
954 60th Street  
Phone: OLYmpic 2-2060

Omaha, Nebraska  
117 S. 17th Street  
(Mail Address: P. O. Box 542)  
Phone: 342-7315

Philadelphia, Pennsylvania  
Eagle and Hillcrest Road  
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2532 South Fifteenth Avenue  
Phone: ALPine 2-3025

Pittsburgh 36, Pennsylvania  
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Phone: TUXedo 4-3303

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2345 N. W. Nicolai Street  
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San Antonio, Texas  
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Phone: PERshing 4-5141

San Diego 1, California  
2144 El Cajon Boulevard  
Phone: CYPress 8-8243

San Jose, California  
460 Park Avenue  
Phone: CYPress 5-3310

Syracuse, New York  
3001 James Street  
Phone: HOWard 3-0417

Seattle 2, Washington  
2021 Minor Avenue, North  
Phone: EAST 3-0911

Shreveport, Louisiana  
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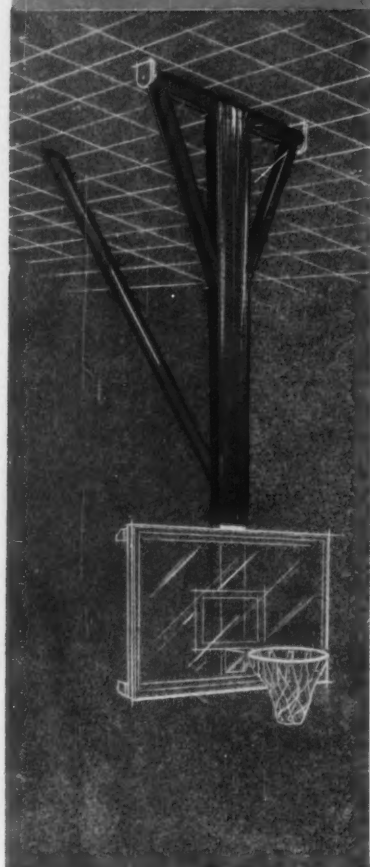
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## ON THE SHELF

with James M. Spinning

### Gardner Comforts and Challenges Our Schools

**EXCELLENCE: Can We Be Equal and Excellent Too?** By John W. Gardner. New York: Harper & Brothers. 1961. Pp. 185. \$3.95.

THIS BOOK with its urgent implications is already more widely discussed among school people than any other of recent years. It should be. It is full of protein-packed fare for many a faculty seminar and for all groups that aspire to influence opinion on educational and social issues. It also should bring comfort and a dash of wisdom to the over-anxious parents of offspring who don't make the Ivy League colleges, or perhaps any other.

**Buffering.** How is society to deal with dramatic differences in ability and performance? If everyone has full liberty to develop his talents to the fullest, what becomes of equality and fraternity? Shall we protect the slow runner and curb the swift? That question was less insistent in the days of hereditary privilege. The underdog meekly accepted that station in life to which it had pleased God to call him. Or he could blame his lowly status on a corrupt government. But low status is harder to take in a society where opportunity is supposed to be equal and achievement scheduled for reward. If we still don't make good we have only ourselves to blame. And that hurts.

**Wasting No Talent.** We can no longer be wasteful or neglectful of talent. For our survival we must uncover and utilize every bit of it that we can. But in a world rocking with change it must be talent with high capacity for adjustment, so trained in basic things and basic thinking that it will have the judgment and perspective to cope with the unforeseen. Nor can our use of it be confined to the top echelon. We need it all down the line and in every line.

The schools not only teach but *sort*. To meet today's insistent demands they must screen with increased care those strata from which talent used to emerge only by chance. Already we have found that among women and among Negroes, we have neglected and unsuspected reservoirs of ability. We should be more conscious than ever of the frequent waste of talent in children who are

brought up apart from people who have gone to college, whose classmates have no college ambitions, and who are tempted by early and easy paychecks.

"But it would be wrong to leave the impression that stratification of educational opportunity is still a dominant factor in our system. It is not. The vestiges of stratification still exist, but the great drama of American education has been the democratization of educational opportunity over the last century," says the author.

In this country there is little danger of unemployment for highly trained people. Our best safeguard against overproduction of educated talent in specific lines is excellent fundamental training that can be applied to a wide range of specific jobs.

**Testing for Talent.** Grandpa never suffered the inquisitions that young people undergo today. Tests, because they must do an unpopular job, inevitably arouse some hostility, but their development is "one of the great success stories in the objective study of human behavior." Even if they give some advantage to the boy of good family background, it should be remembered that before the tests many people believed that the less educated segments of society were incapable of being educated.

Used with caution and within the limits for which they were designed, standardized tests have proved more reliable than any other method of identifying talent. However tempting a single index figure may be, the tests should not be our chief reliance. They do not measure zeal, judgment or staying power.

The remarkable thing about the I.Q. is its relative stability. Environmental circumstances have a rather limited effect on test scores. "Even if only one child in 10 could gain in intellectual effectiveness through more favorable environment, we should still be bound to make that effort," says Dr. Gardner.

**The Myths.** Let's get over certain myths about talent such as these: (1) Highly gifted children burn themselves out quickly. They don't. (2) Great men (comforting thought) were almost invariably dull or fractious children. Those fellows got into print because they were

(Continued on Page 32)



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## On the Shelf

(Continued From Page 30)

exceptions. (3) Great talent is always highly specific. On the contrary, it is versatile. Some occupational narrowing is inevitable, but very gifted young people should explore the full range of their capabilities before centering on one dominant interest. (5) The extremely gifted are unstable. They are exceptionally stable. We've been hearing too much about Van Gogh's ear.

School people seldom need these corrections any more, but it is good to have a man of Dr. Gardner's experience and authority say them so emphatically.

**Facing Limitations.** Though they be golden avenues of opportunity for able children the schools are also the arena in which the less able discover their limitations — and that can be a rough experience. "The sorting out of individuals according to ability is very nearly the most delicate problem the schools have to face." Surely they need superior guidance personnel.

**College-Bound or College-Turned Down?** Has every boy a right to go to college? Yes, but only the same right that he has to run a four-minute mile. Sending the slow learners to college would not only be impossible but un-

fair to them. Broad as our sympathies may be, we must recognize that there is no convincing evidence that social and economic handicaps are a major factor in academic limitations. We must even doubt that all high school graduates can profit by continued formal schooling. Many gifted individuals would be better off by exposure to alternative growth experience.

If we say that all qualified high school graduates should enter college, we still have to ask *what* college. Probably less than 1 per cent are qualified for the California Institute of Technology or the Massachusetts Institute of Technology. Perhaps 20 to 60 per cent are qualified for some college. Institutional diversity is desirable, and there is a kind of excellence within the reach of every institution.

Says Dr. Gardner, "It is no sin to let average as well as brilliant youngsters into college. It is a sin to let any substantial portion of them — average or brilliant — drift through college without growth and without a goal. That is the real scandal in many of our institutions."

And, he says, "The young person who does not go to college should look forward to just as active a period of growth and learning as does the college youngster." He lists nine avenues of growth ranging from industrial training programs to correspondence study. We need to acquaint young people with and motivate them to use these opportunities.

**Leadership and the Cosmopolitan High School.** In America we must have all kinds of leadership in industry, labor, church, community affairs, and in our social life — a matter not of a few hundreds or thousands but of tens and hundreds of thousands. That leadership must be drawn from all segments of the population.

This concept of multiple and diffused leadership is buttressed by the cosmopolitan high school when, as advocated by Dr. Conant, students are not grouped by general ability only, and thereby segregated from other students. The grouping should be according to performance in specific subjects so that a person in the top group in mathematics may be in a low group in English, or *vice versa*.

In homerooms and clubs and all school activities and (I would hope) in such appropriate studies as citizenship, all should take democratic potluck. In school, as outside, we need a sense of movement toward shared goals and a vision that lifts minds and spirits above the tension of the moment to center on the larger community to which we all owe responsibility.

**Depends on the Mass Market.** No longer can we expect to maintain islands of excellence in a sea of slovenly indifference. (Continued on Page 34)

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## On the Shelf

(Continued From Page 32)

ence to standards. It is people in general who influence levels of taste and performance. In their capacity as the mass market they can set the climate for or against high standards.

Many more can attain excellence than now do. But society is bettered not only by those who achieve, but by those who are trying. At this point Dr. Gardner does not quite quote Browning, but he seems to be on the verge of it: "What I aspired to be and was not comforts me."

If we believe in the worth of the individual, the idea of individual fulfillment within a framework of moral purpose must become our deepest concern and preoccupation. Aside from our formal educational system there is little evidence of any such preoccupation. We find some in libraries and museums, and in social welfare, mental health, and church groups. But how about our movies, radio and television, our newspapers and magazines? There have been sporadic efforts in organizations and industry, but not enough have asked, "What is this institution doing to foster the development of the individuals in it?"

The call is for the invention of new forms of out-of-school education that will strengthen our sense of purpose, our vitality, and our creativity. For democracy must make good on its promises. "The survival of the idea for which this nation stands is not inevitable. It may survive if Americans care enough."

May the book have the impact it deserves and we need.

## Tompkins Joins TNS Board

(Continued From Page 6)

Dr. Tompkins does not claim to be an authority on Turkish coffee or cigars but he is well informed concerning education in Turkey since he was special adviser to the Ministry of Education at Ankara in 1952-53 and later served as education consultant to the Ford Foundation to arrange a project in experimental secondary schools in Turkey. He later served as adviser for a three-month tour of schools and colleges in this country by general directors of the Turkish Ministry of Education.

He represented the United States at the UNESCO Secondary Education Seminar in South America. He is currently a trustee of the National Merit Scholarship Corporation and secretary for the Council for Advancement of Secondary Education.

Dr. Tompkins received his A.B. degree from Princeton, his Ed. M. and Ed. D. degrees from Harvard University. He has taught at Maine, Northwestern and Al-

fred Universities and at San Francisco State College. He is the co-author of "Community College in Action," and author or co-author of several other publications.

## Urban Youth Corps in Washington, D.C.

WASHINGTON, D.C. — The board of education here has received \$25,000 to begin plans for an urban youth corps. The idea for the "army of volunteers" was proposed by Agnes E. Meyer, author and lecturer, who said that efforts of the Peace Corps "will come with a better grace if the countries realize that we recognize our own social injustices and failures and are doing our utmost to remedy them."

She called for volunteers from the area's five universities and graduate schools to work in the program to fight poverty and crime. Supt. Carl E. Hansen said the program would include the "young in spirit," believing that housewives and high school students could make contributions.

The director of the proposed corps will have the rank of assistant superintendent.

## Audio-Visual Group Meets in Chicago

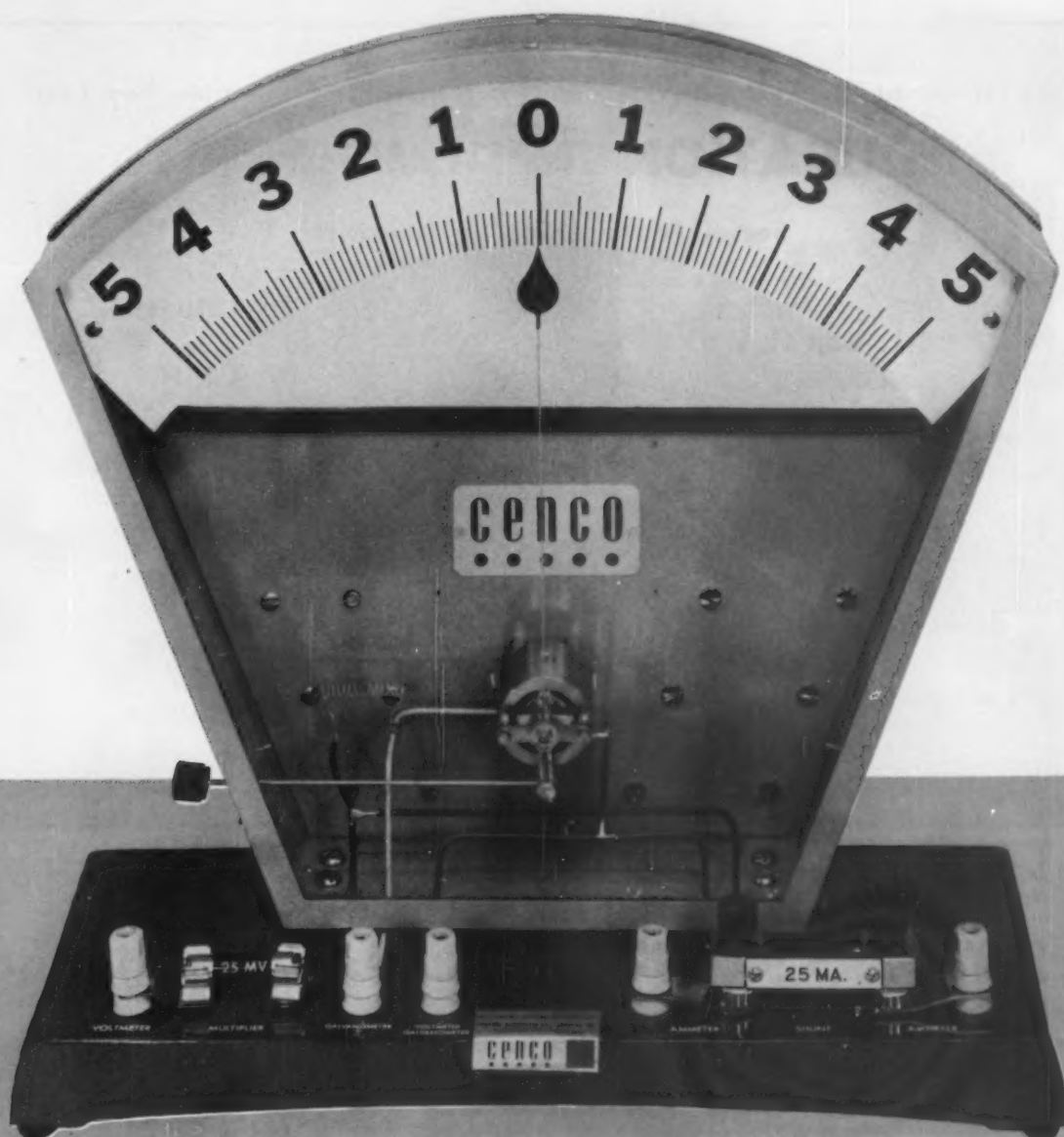
CHICAGO. — The National Audio-Visual Association will hold its twenty-first annual convention here July 22 to 25. With five other organizations having concurrent meetings, the convention is expected to draw some 3500 audio-visual educators, businessmen, religious instructors, and industrial training directors.

Besides N.A.V.A., included will be the Audio-Visual Education Forum, A-V Workshop for Industrial Training Directors, A-V Conference of Medical and Allied Sciences, National Visual Presentations Association, and Industrial Audio-Visual Association.

## Perplexed Superintendent

*The greatest conundrum and puzzle to him,  
And to all of his ill-starred descendants,  
Is why must the worst behaved youngster in school  
Have a record of perfect attendance?*

— STEPHEN SCHLITZER



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### TREATMENT IS NEW TO THIS AREA . . . . .

The treatment of educational responses to the challenges of social change inherent in dominant American cultural patterns, trends, and evolving world-wide conditions is more specific and consistent than in any other book available for the area of "Social Foundations of Education." This treatment points up the local community's role in the creation of democratic personalities.

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Fundamentally practical, this text creates a tone, a spirit, of "active inquiry and hypothesizing." The authors take stands, raise vital issues, bring up questions for which there are as yet no answers, examine grave social problems. Although the book is sometimes theoretical, it deals primarily with practical problems of education in a free society, problems which face teachers, administrators, and all citizens. It offers practical programs designed to help the American school fulfill its meliorative mission.

### SPIRAL ORGANIZATION PROVIDES COMPLETE COVERAGE . . . . .

The book begins with chapters on the general American social setting; proceeds to the processes and establishments involved in the socialization of young people; on to a discussion of the heritage, processes, and roles of the school itself; continues to a more detailed discussion of social patterns and trends, economic, governmental, and scientific aspects — all with emphasis on their interrelations with the school. The role of the United States as a world leader in the search for a humane order is then covered. The final third of the book is devoted to analysis of the educational system's role in the realization of the potentialities of the American democracy.

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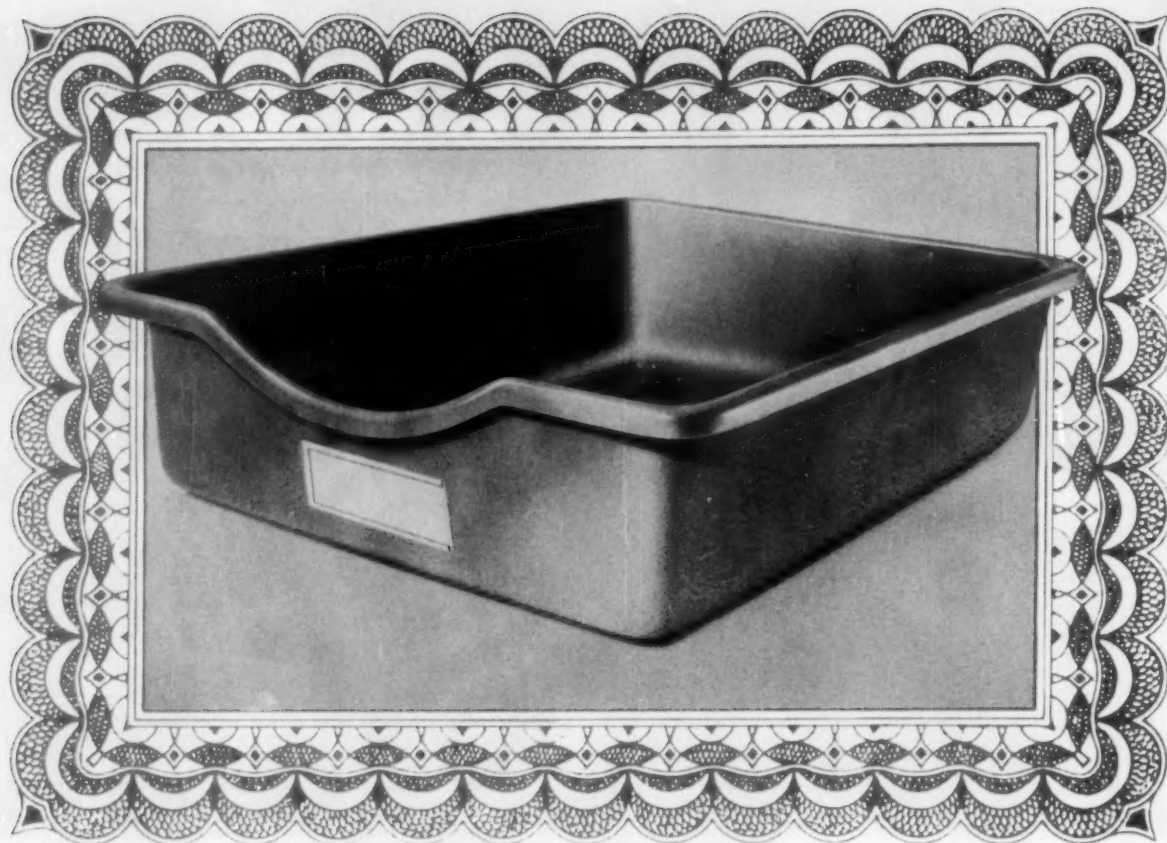


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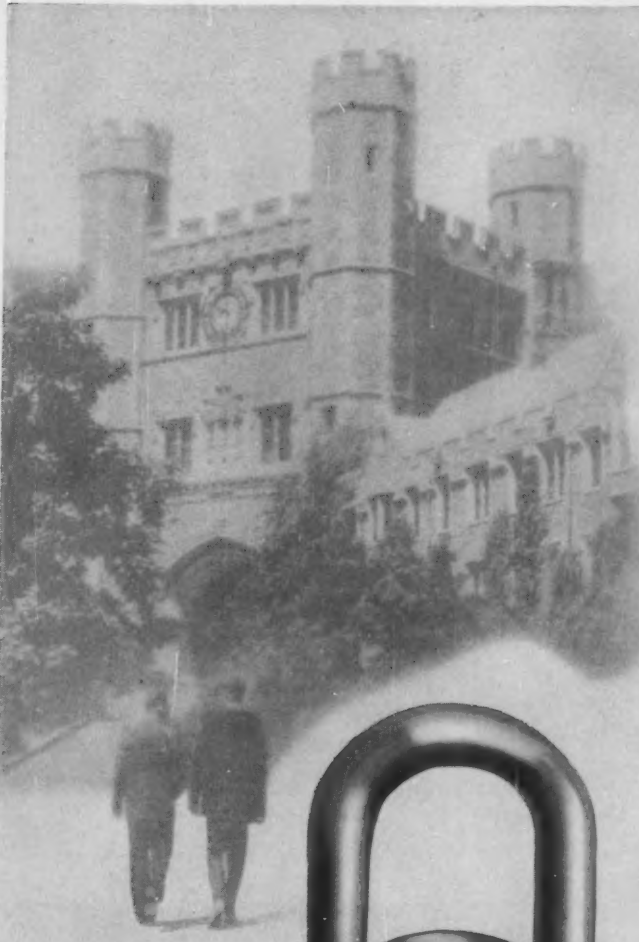
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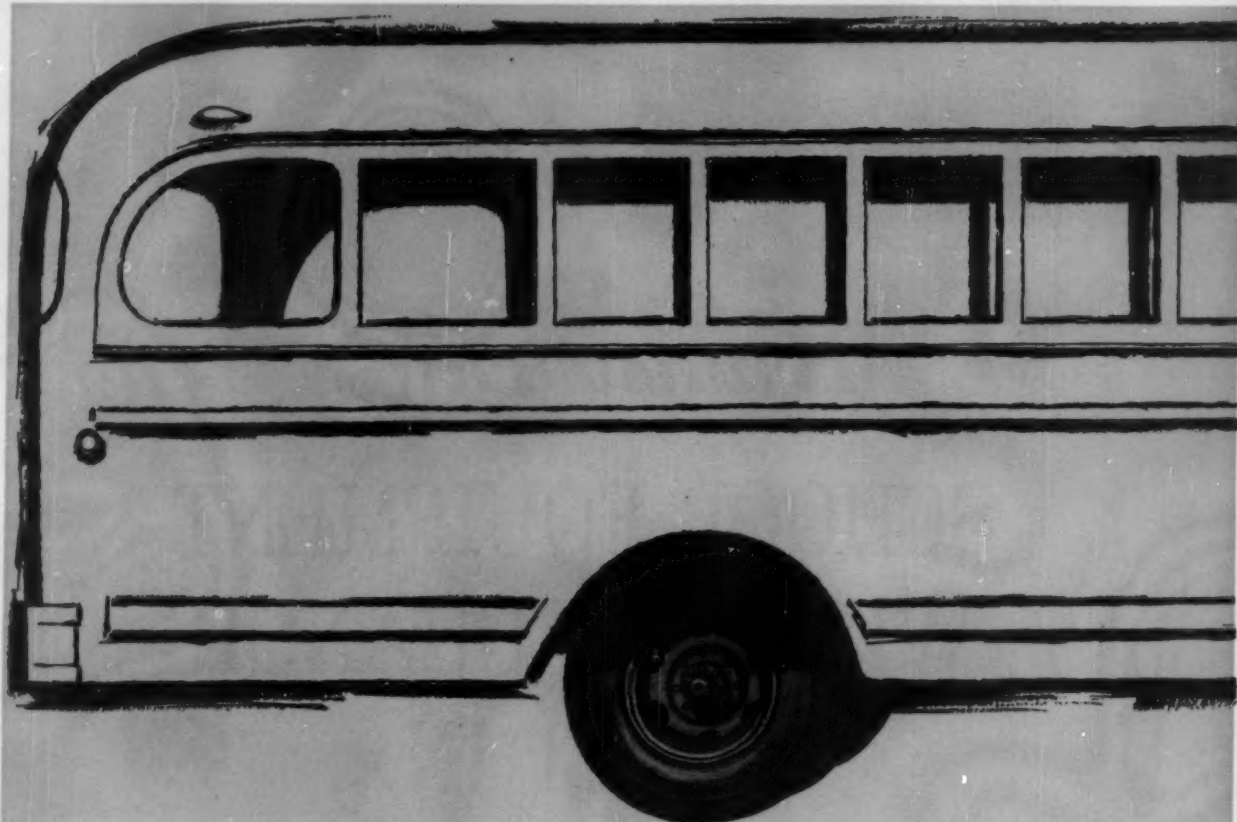
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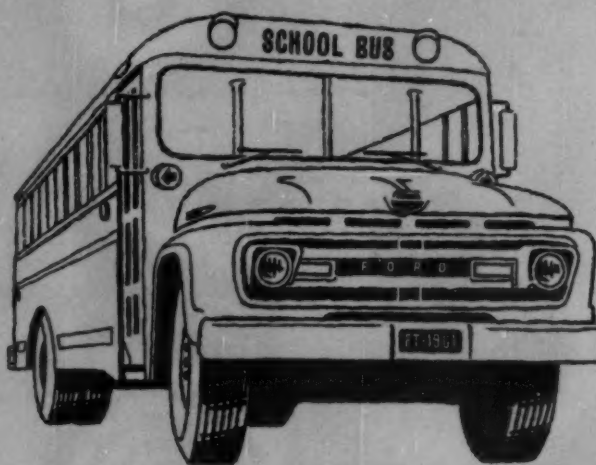
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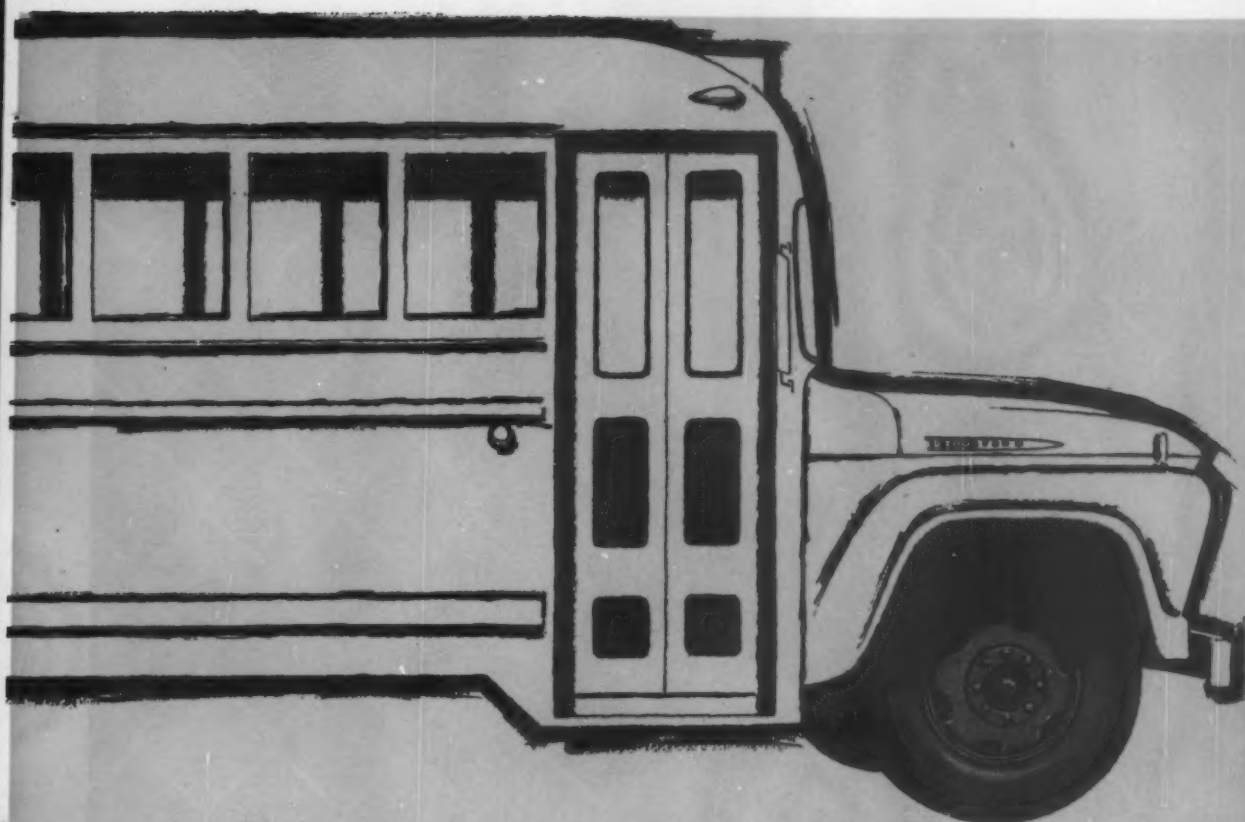
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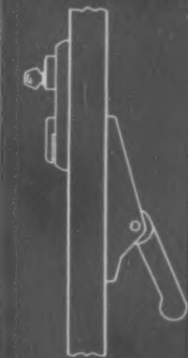


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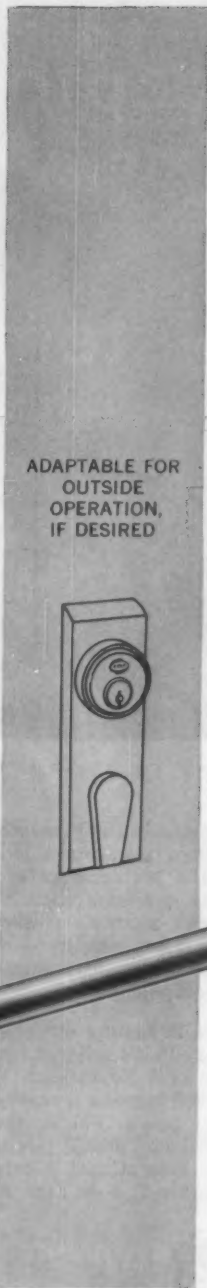
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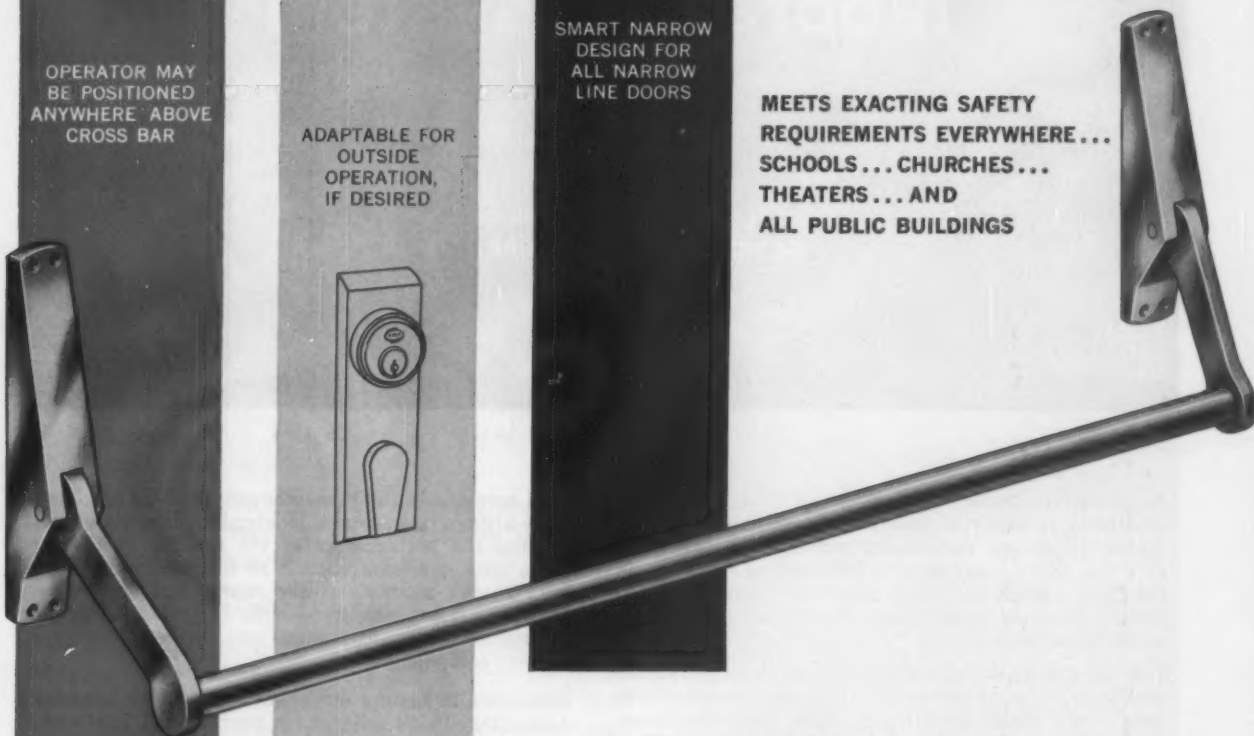


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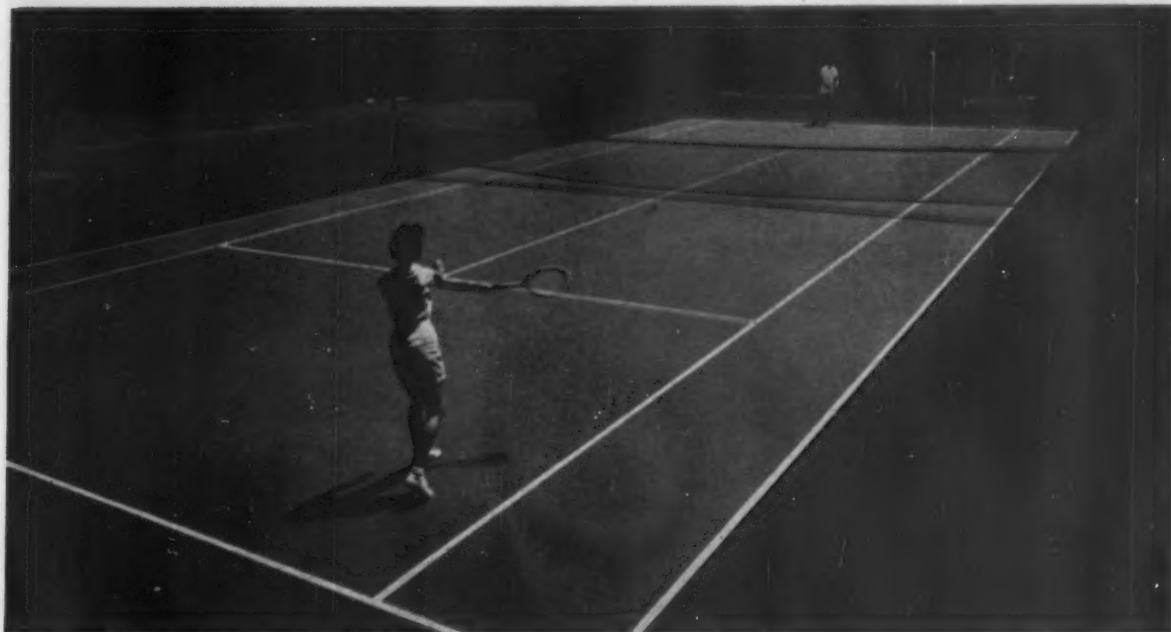
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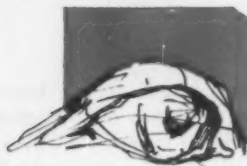
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LOOKING FORWARD

## The Right To Know

**I**F A school board abruptly dismisses a superintendent in the middle of a three-year contract, are the citizens of that community entitled to know why?

The setting of this controversy is in Oceanside, N.Y., but its implications reverberate across the nation. The facts are apparently that MacDonald F. Egdorf, whose contract as superintendent of schools for the school district of Oceanside, N.Y., would have continued through June 1962, was dismissed Monday evening, March 6.

The only reason given by the board for this action was the existence of "basic differences." The president of the board told reporters that "honesty or integrity" was not involved in the firing. Since then (up to the time of this writing) the board has consistently refused to give any further explanation for its action.

The reaction of many citizens of the community was expressed in an editorial in the local newspaper, the *Oceanside Beacon*, excerpts of which follow:

Last week MacDonald Egdorf was fired by the Oceanside School Board from his \$24,000 a year job as superintendent of the school district. The board, favoring the action by a vote of 4 to 1, issued a short publicity release in which it said the dismissal came because of "basic differences having arisen with respect to the administration of the school district."

The *Beacon*, along with two daily newspapers, tried to find out what these "basic differences" might be. But the members of the board refused to give little more information than that in the publicity release. . . .

In the two-and-a-half years that we have been publishing the *Oceanside Beacon* we have stood wholeheartedly behind the school board. We thought they were doing a fine job under rather difficult circumstances. . . .

However, we cannot back the Oceanside School Board in its present action. We feel that the Oceanside school system belongs to the resident taxpayers and parents, and they should have full knowledge of what is happening within the system. The Oceanside schools do not belong to any small group of persons. They are owned by the people of Oceanside, and the board of education, elected to office by these people, is the accountable agent to every person in the community.

We hold no brief for Mr. Egdorf. We are neither for him, nor against him. He came to Oceanside in August of 1959 with the highest of recommendations as a school administrator with more than 20 years of experience. In the 20 months he has been here, with a few exceptions about which we wrote, we think he has done a creditable job of administering the education of the children in this community. If he has not been doing the job then the school board is at fault for keeping it from the interested residents of the area.

Two weeks later the *Beacon* reported concerning the meeting of the board where 700 residents came to find out why Mr. Egdorf was fired:

They didn't get that answer. . . . The answer to whether the board was right in firing Mr. Egdorf will be decided by the New York State Board of Education or the courts of law. But it will be a long time before any top administrative educator will want to assume the responsibilities that have been taken away from Mr. Egdorf. . . . We believe that the board in maintaining its air of utter secrecy has done a great injustice to the taxpayers and parents of Oceanside.

Meantime, Mr. Egdorf had to hire his own attorney in an attempt to protect his contract. Papers have been served on the board to "show cause" for his dismissal, and the dismissal has been appealed to the state commissioner of education, which is the procedure in New York State.

The New York State Teachers Association is following the situation "to see that the legal rights of the member involved are observed and protected," explained an association official.

Three questions of national concern are involved:

1. Aren't the citizens of any community, including Oceanside, entitled to know the reasons if a superintendent's contract is violated?
2. When a board abruptly decides that it does not want to complete its legal agreement with a school administrator, isn't it possible that the board itself has failed in its selection of personnel?
3. If a board believes that it is in the best interest of the school district to break such a contract with a superintendent, aren't there better ways of doing this than the procedure used in Oceanside?

### TRUSTEES, NOT OWNERS

School boards are entrusted with the community's highest responsibility — the development of future citizens. One expects them to exemplify the admirable qualities of citizenship, fair play, and consideration for the welfare of others. Most of them do.

But the exceptions seem to be increasing. Events in Indiana (the dismissal of Supt. Herman L. Shibler), in Michigan (the dismissal of Supt. Daisy Howard of Genesee County), the more recent news from Kansas (the sudden dismissal of Supt. Wendell Godwin in Topeka), and now this action in Garden City, N.Y., raise the question as to whether there is a trend among some school board members to think of themselves as owners rather than as trustees of the school system.

A board that chooses to break a contract has upon its conscience the damage it has done to the reputation of the employe and the hardship it has caused him in seeking further professional employment.

Isn't there a possibility, too, that a board which seeks to break a contract with its superintendent is admitting its own inability to pick competent personnel? Surely, in the case at Oceanside, the school board had many years in which to observe any "basic differences" that might exist between the administrator and the school board. Mr. Egdorf, whom they hired as superintendent in August 1959, had just completed seven years as superintendent in the neighboring district of Garden City, only 10 miles away. The Oceanside board members who hired Mr. Egdorf were also the ones who fired him. They had ample opportunity to talk to teachers, to parents, to other citizens, and to school personnel in Garden City before they engaged Mr. Egdorf. They had an opportunity to observe Mr. Egdorf's philosophy and his methods of operation before they invited him wholeheartedly to come to Oceanside.

#### SHOULD THE SUPERINTENDENT BE A "YES" MAN?

Are basic differences a sufficient reason for the breaking of any contract? Any professional administrator worthy of the name also has convictions that have developed out of experience and training. It is inevitable that some of these convictions will not be approved or accepted by lay members of a school board. The question is not whether these basic differences exist, but whether the administrator recognizes the board's right to make policies and whether the administrator serves competently as the administrative agent of the board. The board made no charges of incompetency against Mr. Egdorf.

Regrettable episodes of this kind (Oceanside, Topeka, Indianapolis, Genesee County) always lead to this question: Should the superintendent have tenure? If so, under what circumstances? In some states (including New York), he has tenure for a position in a school system, but not necessarily as superintendent. In some instances this law really has helped a superintendent who is within a year or two of retirement.

There is much merit in the California law which requires that a school board notify the superintendent at least six months before the end of his contract if, for any reason, it has no intention of renewing that contract.

It's our impression that the majority of school administrators do not want legal tenure for the superintendent beyond the term of his contract. They say that it is necessary for the good of the district that the school board and its superintendent work together, and if they cannot do so nothing is gained by maintaining the feud.

However, it would seem that in situations which can not be harmonized, the administrator should have the help of the board in finding another position where his services can be used effectively.

Would a code of ethics help? A cynic says No. He argues that while the professional administrator would observe the code and not take employment from an unethical board, someone else will come in and take the job.

But a code could be the means of a better understanding between boards and administrators as to the

function of the superintendent as the administrative agent. At the conference of presidents of state associations of school administrators in Chicago, May 4 to 6, this idea was expressed at round-table discussions. The consensus was that something could be gained if school boards and school administrators in the respective states would at least arrange for a meeting of minds so that these problems can be discussed and helpful agreements sought.

## Optional Religious Exercises

**T**RADITIONAL religious practices, such as the reading of the Bible, the saying of The Lord's Prayer, and the singing of religious hymns, will be permitted in the public schools by the courts if such practices are *optional*. This prediction can be derived from the ruling of Judge J. Fritz Gordan in the Dade County (Fla.) Circuit Court case. The judge ruled that these practices do not violate the separation of church and state, provided the children can be excused from such activities *upon written request from their parents*.

But there are other religious traditions in the schools that must be stopped, said the judge, and these include Christmas and Easter pageants or any other observances depicting religious scenes, such as the birth or the crucifixion of Christ. Likewise, films may not be shown if they have content that might be interpreted as religious instruction. In the Miami schools, the conducting of after-school Bible classes in the school buildings also must be stopped, said the court.

Other controversial issues were not ruled upon because no evidence of such practices was brought into court. These include the display of religious symbols, the taking of a religious census of pupils, the use of tests or other criteria to determine the religious affiliations of the teacher seeking employment, and the distribution of the Holy Bible to school children or teachers.

Perhaps sooner than you think, some of these controversies may hit your community. Board decisions will have to be guided, of course, by the statutes of the respective states, but beyond these there may be some help in the attitude taken by the Dade County Circuit Court.

Besides, this is just the beginning. These issues will be carried to higher courts. The two suits were instigated against the Dade County Board of Education by a Unitarian, three Jewish parents, and one individual who identified himself as an agnostic. They have the interest and backing of the American Jewish Congress and the Florida Civil Liberties Union. The parents who are the plaintiffs have announced that they will appeal to the Florida Supreme Court. School officials have said that the decision was basically favorable to the board, and no appeal is contemplated.

We recommend that everyone having a responsibility for public education read the detailed analysis of this court decision provided by Lee O. Garber on pages 56 and 57 of this issue.

*The Editor*

RECENTLY Margaret Mead stated that one of the great problems in education comes about as the result of the fantastic change in the rate of change. She says this is what necessitates a break with the past — a change from the vertical to the lateral transmission of knowledge.

Today, education is an international enterprise. This has not always been so. For many years in many societies education followed a traditional pattern. It played its customary role in the community and nation. This was acceptable and satisfactory for the times and the people. In recent years, however, many changes, swift and powerful, have swept education forward dramatically. Increasingly, the peoples of the world are not satisfied in maintaining the status quo. They are reexamining with vigor the policies that determine their educational programs.

Newspaper columnists, poll takers, and even a boat builder have given their views on education, comparing practices and results of the educational programs in this country with those of other countries. Many of these comparisons confuse the uninformed.

To help school administrators know and understand the complexity and perplexity of the international educational scene, the American Association of School Administrators invited four distinguished international statesmen-scholars to share their experiences with school administrators during the three recent A.A.S.A. conventions. As a team, the four men also visited 11 institutions of higher education during their 33 day journey together. At the close of their transcontinental trip they were interviewed by the editor of *The Nation's Schools* and myself. The following exclusive report presents highlights of that interview. — WILLIAM J. ELLENA, assistant executive secretary, American Association of School Administrators.

## As Visiting Statesmen See Our Schools

WHY should schoolmen in this country be concerned about the people and problems of other lands, and especially about the educational systems of these lands?" This was the first question asked the four educational statesmen. All four responded. CHEN: The United States today is assuming world responsibilities to a far greater extent than it did 15 or 20 years ago. Since we show so much concern about what happens in other lands, it seems strange that we don't take the trouble to find out more about the people and the land that we want to help.

To other peoples it may seem that

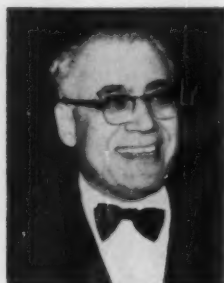
this nation is sending out money simply because it wants to spend money. Of course, this is not the case. It wants to help people. But how can it help people unless it knows their needs and understands their cultures, their traditions, and their problems? If this nation doesn't study other lands and other peoples, it is going to dream up needs from offices here; its foreign aid program is going to be very wasteful.

One can approach the study of Communist China from the sides of politics, economics, industry or agriculture, but, in the long run, perhaps the best approach will be through



### **Understands Communism**

THEODORE H. E. CHIEN, now a United States citizen, is thoroughly familiar with the history and culture of China and the Far East. For years he has been engaged in intensive research on Chinese communism and in analytical studies of contemporary movements in China. Born in China and educated in Chinese schools, Dr. Chien came to this country to attend Columbia University and the University of Southern California. Along with his A.M. and Ph.D. degrees he has won many scholastic honors. In 1946-47, on leave from U.S.C., he served as acting president of Fukien Christian University in Foochow, China, and thus had an unusual opportunity to observe at close range the events leading to the collapse of the Nationalist Government and the advance of communism. In 1954, Dr. Chien was invited to Formosa to launch a new university under American auspices. Declining the presidency of the new institution, he spent the next six months traveling in Formosa, the Philippines, Japan, Hong Kong, and Southeast Asia. Dr. Chien has been a prolific writer, and many of his materials have been used by the Voice of America and the U.S. Information Agency. . . . Dr. Chien was nearly mobbed in Texas when he told his audience, "I don't much care for TAXES."



### **Speaks for Middle East**

Since 1958, ABDUL MAJID ABBASS has been associated with Georgetown University and the American University in Washington, D.C. He recently was named visiting professor of Middle Eastern studies at American University. He was born in Iraq and received his early education there and in Lebanon. After attending the American University in Beirut, Lebanon, he came to this country to earn his A.B., A.M., and Ph.D. degrees at the University of Chicago, majoring in political science and international relations. Dr. Abbass taught law in the law college of Baghdad; he also taught international law, jurisprudence, economics, sociology and diplomatic practice. He has lectured at the military academy in Baghdad and has served his country as minister of agriculture, minister of public works, member of parliament, and chairman of the foreign relations and the finance committees of the Chamber of Deputies. In 1958, a former government appointed Dr. Abbass ambassador and permanent delegate from Iraq to the United Nations. . . . During the recent flights between schools visited under the auspices of the A.A.S.A., Dr. Abbass commented: "It just doesn't seem right. Every time I board a plane an attractive stewardess ties me in a seat and then stands back, smiles and asks, 'Now, what can I do for you?'"

education. This is so because the Communist revolution is far more than a political revolution or an economic revolution; it's a total revolution. By a total revolution I mean that the Communists are undertaking to change their entire society. This means they need new men for a new society, new men with new minds, new skills, new loyalties — the new socialist man.

The only means to produce the new socialist man is education. Thus for us the study of Communist education becomes one of the keys to understanding the Communist state. If we understand Communist education, its objectives and its methods, I think we have gone a long way toward understanding the Communist state and why we should be fighting communism.

ABBASS: I think the United States is now willing to give special help in order to raise the level of education in other lands. But I want to make two points here:

1. Just because education is needed and is being given willingly, there is no guarantee that it is going to be effective. Some problems are bound to arise in the process of providing that help. For example, there is the danger of conflict of cultural values between those who give and those who receive an education. This could be a source of friction and lead to more problems and more misunderstanding. The way must be prepared for the exchange of educational help and cooperation.

2. While Americans have come a long way in education, there are aspects of the cultures of other people that, if studied, might prove useful to the Americans. Thus, two-way benefits could result. That is why, in my opinion, Americans should familiarize themselves with education in other lands.

REIMERS: Even if the United States had no humanitarian reason for interesting itself in the remainder of the world, Americans would nevertheless do so. This is true because today nations are bound to live together, and I think all of us must be aware of each other.

Why should Americans bother about the educational systems in other countries? Well, certainly not to imitate them. There are many people in this world who believe they should travel to see what other peoples are doing and then recommend that the same things be done in their own country. Now, I think one must warn everybody who has something to do with schools that it is well to compare; yet, by comparing, one may find out eventually that other people do different things differently because the situation is different. The purpose of one's own educational program becomes clearer when one knows other educational systems. Never say: "It is done this way in other parts of the world so we ought to do it this way here." I think that is wrong.

BEEBY: An increasing number of your school people is concerned with helping countries at different levels than their own — levels of skill, of efficiency, and aims. This demand for education for the last 10 years has come from all levels. It has been coming from the governments who want more administrators, professional men, and technicians, and it has been coming from the people who want nothing more than a better chance for their youngsters. This tremendous demand for education has in itself become a political force. That is one of the first reasons why you people should study it, because unless that demand is somehow met you're not going to get stability in these countries.

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### **Would each of you apply your thinking to the dangers and opportunities of the Peace Corps?**

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ABBASS: Younger men and women are going to live abroad, mix with the people, and come to an understanding of their social life, their cultural values, and so on. The Peace Corps, as I understand it, wants to demonstrate to other people the contributions that Americans can make by walking side by side with them. Candidates should be properly oriented. They should know they are not going abroad to preach something. They are going abroad to create good will; they are going to contribute to the peace and understanding of nations by actual achievement. They must be isolated from other programs or other organizations which are involved in projects with different kinds of objectives.

CHEN: The Peace Corps people should think in terms of what help they can give to other countries. Also, these young people should be aware of the real benefits they themselves are going to receive and the benefits this country is going to receive. Upon returning home these young people are going to be a really important leavening force within American society.

BEEBY: At the moment the Peace Corps is important as a friendly gesture to peoples in other countries that Americans are willing to come overseas and work for no obvious or material advantages for themselves. They have to be carefully selected, and they have to have a curious mixture of qualities. They've got to be very sensitive to other people's values and ways of life, and, at the same time, they have to be enormously tough-minded. Participants will meet all sorts of frustrations, and conditions won't always work out in the way that the individual expects. Their idealism has got to be

tough because there is nothing worse than an idealism that goes bad when the temperature is around 100 F.

Peace Corps candidates must have some special kind of skill that is going to be valuable in these countries. These regions don't want people who are merely going to carry bricks from one place to another; they've got lots of people to do that. What they do want is people with particular skills, such as the teaching of conversational English. Other skills needed are those of the architects, draftsmen, doctors and scientists.

I'm wondering whether there isn't a real case to be made for good young craftsmen. Other countries will welcome the young university graduate because this type of person really is needed, especially in Asia and Africa. If Americans bring real manual skills that nobody else has, and intellectual skills, and if they direct those skills for the benefit of the people they are going to work with, then they will win respect. The best missionary in these areas is the person we can do a job that nobody else on the spot can do.

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### **Is the exchange of teachers and pupils another way in which we can achieve international goals?**

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ABBASS: This experiment has proved to be both useful and a drawback. The most important consideration is that, in most cases, those who are exchanged need orientation in the cultures and the social environment of the countries to which they are going. It seems to me that a minimum of orientation, including the rudiments of the language of the country where they are going, is necessary to make that exchange more useful.

CHEN: The mere presence in this country of foreign students and teachers, or the mere sending out of teachers and students is not, in itself, necessarily effective. The exchange of students and the exchange of teachers can sometimes defeat the purposes for which the program was devised, unless it is well planned. The presence of foreign students does not necessarily mean the development of good will. It depends upon how the foreign students are being treated and guided.

All the underdeveloped countries emphasize technical ability, technical education, vocational education, and so on. Generally, students come to the U. S. to study the more technical subjects, such as engineering and industrial arts. I think that we are failing to achieve the fundamental objectives of this program if we give the impression that technology is an end in itself. In that case the foreign students could just as well go to Russia to study technology.

Somehow we should be able to bring into the program the understanding that American technology, science and economics grow out of a way of life.

If we let these people leave the country without a chance to understand the American way of life and American institutions, and if we allow them to return home before becoming acquainted with the social objectives of American society, I think we're being unfair to them as well as to ourselves.

BEEBY: There is another consideration. At what age should you send people abroad? We accept exchange students who are only 15 or 16 years old. We've done that for years, and I wonder whether it is right. I think they should be older.

And then there is this other admonition: Keep away from the missionary type of teacher. Tell him beforehand that he will not be particularly welcome if he criticizes constantly. Telling other people that they are awfully wrong in what they do and that they should come over to your country to see how things should be done makes the visitor unpopular. Tell the trainees: Don't think that you are meant to be the *exporter* of your own country.

I believe that travel of your teachers to other countries, especially countries that are very different from their own, is one of the best methods of getting an understanding of other people in their schools.

ABBASS: It seems to me that while we should be occupied with what happens to the students who come to the United States, we should not forget what happens to the students who go from the United States to less advanced areas of the world. It is not less important to pay attention to what advantages they gain.

As to the age when students should be sent, I don't think that any age limits could be set. In most cases students who go to the underdeveloped countries should be above the high school age because of the difficulties in physical living they are going to face. Yet, there could be cases of students going abroad very early to assimilate the culture so they can become interpreters of those countries to the American people.

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**Will the Peace Corps be a United States affair only? Or will other countries also form groups of this kind, possibly by conscription?**

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BEEBY: Something of this sort has been going on through the youth labor camps in Europe — rather short ones during university vacations. A camp would

assign a youth to go to a village to put in a new road. I think it has worked quite well.

The Peace Corps was intended for something a little different. I think the real difficulties in the Peace Corps will come when it begins to be institutionalized and increases in size. When it is small it can be carefully controlled and the youths can be carefully selected, but the moment that it becomes organized on a large scale, lots of new factors will come in.

CHEN: There are two aspects that are rather new in this form of aid to underdeveloped countries: (1) It has presidential leadership, and that means a wider program and more extensive application; (2) these people are to live with the people of other countries.

ABBASS: It seems to me that this type of program is a new type of foreign aid. I don't see how some institutionalization can be avoided if this program is to have its own distinctive character.

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**What foreign languages should be taught? Where, in terms of the level of instruction, should they first be offered?**

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REIMERS: One way of understanding common concerns is to converse with other people in their own languages. Only through their language can you get to know them, to understand them, and to appreciate their cultures, their literature, their religions, and all that makes life richer. Knowledge is not the important thing; understanding is.

There would be different approaches, I think, but we probably should teach the languages of those countries which matter most in the world today. I suppose they could include Russian or Chinese. You probably couldn't get along without French, perhaps not without German. You might even include Arabic.

From the point of view of making one's life richer, the languages to be studied should be those of peoples who have a long cultural tradition that would add something to your own life through their literature, through whatever they have produced. It's difficult to choose, but the normal selection criteria nowadays would be commercial, economic, political and cultural. That would mean the languages that are spoken at the international level.

BEEBY: Merely learning the grammar of another country or merely learning about some of its classics doesn't necessarily help. I've known people who, as far as

thinking is concerned, were illiterate in a half-dozen languages. A very important component of studying languages is the understanding of the ways of life and the differences in the way of thinking of other peoples.

### How can we make comparative education more vital and more extensive in our education activities?

ABBASS: Comparative education should not be dull and tedious material, reduced to data and graphs. I admit these are important, as in the study of the direction taken by education in other countries, but these phases should not be divorced from the broader social, philosophic and moral aspects. It seems to me that American teachers' colleges and institutions would do well to pay more attention to, and place more emphasis upon, the study of comparative education in its broader outlines of values and interests. It could serve to develop a better understanding of America and the outside world.

CHEN: The study of comparative education should occupy a prime place in teacher training institutions. But usually it is an elective, not part of the required study. Even if you write a book on the *history* of education, it will sell. But a book on comparative education does not sell.

REIMERS: This is surprising! All American books on education with a theoretical approach and documents, such as the Rockefeller reports, are immediately translated into the German language. We feel we must read the philosophical thinking of other countries on education.

CHEN: Good courses in comparative education are rare. Where comparative education quotas are given, they are part either of history, philosophy, education or social foundation. Therefore, they are more concerned with the history of the past rather than the study of the contemporary things. Most of the college courses offered in comparative education currently come down only to World War I. Very rarely do they represent more than a survey of France, Germany, the British Commonwealth, and maybe Russia. They omit completely reference to the educational systems of countries that have emerged since World War II.

BEEBY: Comparative education hasn't laid onto any practical qualification that can help a schoolman in his career. Traditionally, it hasn't been accepted by scholars as an intellectual discipline or as a practical study like school administration. (Cont. on p. 102)



*Speaks for  
West Germany*

Before returning to Germany, HANS REIMERS observed that when he first came to America he was somewhat confused about American education. After six weeks in our land, he confessed, he was still confused, but at a much higher level. Dr. Reimers was born in Hamburg, Germany, and educated in three universities — Jena, Marburg and Hamburg — where he majored in history, English, Spanish and philosophy. He taught in the secondary schools, and was a headmaster before joining the Hamburg ministry of education to assist in reconstructing Germany's educational system after World War II. When West Germany became a federal state, an educational committee was created to which each state sent a representative. This body is responsible for drawing up agreements and rules to which the German states commonly adhere. It is this group which Dr. Reimers has headed since 1955. In addition, he has participated in a number of international conferences, including UNESCO.



*Ambassador from  
New Zealand*

Since 1960, C. EDWARD BEEBY has been ambassador to France and permanent delegate from New Zealand to UNESCO. He was born in Leeds, England, but received his early education in New Zealand. He received his A.M. degree from Canterbury University College in New Zealand, majoring in philosophy. He completed work for his Ph.D. degree at the University of Manchester and the University of London, majoring in psychology. Returning to New Zealand, Dr. Beeby served as lecturer in philosophy and education at Canterbury University, director of the New Zealand Council for Educational Research, assistant director and director of education for New Zealand, with responsibilities also for education in Western Samoa and the Cook Islands. He also has served in various capacities in UNESCO, and was that organization's assistant director general in 1948-49. Dr. Beeby was appointed leader of the Technical Assistance Mission (Columbo Plan) to Southeast Asia in 1958. . . . At an informal reception during the cross-country trip, a college president, referring to one of the four men, asked Dr. Beeby, "Sir what is your capacity?" The latter promptly replied, "About two martinis."

Florida court approves some religious practices in public schools, forbids others. Much depends on whether pupils may be excused and if "sectarianism" is evident

## Bible Reading Upheld

IT WAS Thomas Jefferson who first mentioned the "wall of separation between church and state" — a wall constructed by the First Amendment to the Constitution. Attempts to breach this wall have been numerous. Nevertheless, it has stood the test of time and continues to exist fairly much intact, although Justice Rutledge in a dissenting opinion in the *Everson* case (which held constitutional a New Jersey statute that provided for free public transportation for children attending parochial schools) said that the wall was neither so high nor so impregnable as it once had been.<sup>1</sup>

It is distressing that the courts, while acknowledging the existence of this wall, seem not to be quite certain — at least they are not in agreement — as to what the wall separates. Therefore, every court decision involving interpretations of the First Amendment, which forbids Congress to "make any law respecting an establishment of religion, or prohibiting the free exercise thereof," and the Fourteenth Amendment, which, it has been held, makes the First Amendment applicable to the states as well as the national government, should be of prime consideration to all those interested in the welfare of education. Especially is this true today when the question of "church and

school" relations is being debated in so many forms — on the platform, in the newspapers and periodicals, on radio and television and in legislative halls.

Consequently, a recent Florida decision is of more than passing interest,<sup>2</sup> even though it was rendered by a lower court. This is especially true for several reasons: (1) It questions not one but many religious practices allegedly followed in the Dade County, Florida, public schools, (2) it has attracted wide interest all over the country, and (3) it is rumored that this case will be appealed and probably will eventually reach the United States Supreme Court.

This decision resulted from two separate actions, which were consolidated, for the purpose of trial, because of similar issues. To understand the background of this case, it should be noted that a Florida statute provides that the Holy Bible shall be read daily in the presence of pupils "without sectarian comment." The school board of Dade County, after "many years of operating under an unwritten rule," adopted on June 29, 1960, a rule designed to implement this statute.

This rule made these requirements: (1) The Bible shall be read daily, without sectarian comment, in each school; (2) any pupil, upon the written request of his parent or guardian, shall be excused from Bible reading; (3) if any nonacademic activity shall be considered by a parent or guardian to be of such a nature as to vio-

late his religious conscience, he shall have the right to request the release of his child from such activity, and the principal involved shall grant such request.

Each of the actions previously mentioned as consolidated for trial was brought by parents who contended that their children, while attending school, were subjected to "religious and sectarian practices and instruction," which were violative of rights guaranteed them by the federal and state constitutions. The Constitution (the First Amendment, made applicable to the states by the Fourteenth Amendment) forbids the states from enacting any "law respecting an establishment of religion" or prohibiting its free exercise. The Florida constitution (Amendment 6) provides that the state may not give preference to any "church, sect or mode of worship" nor shall it give any money directly or indirectly "in aid of any church, sect or religious denomination."

**Eight Practices Opposed.** Specifically, a number of religious and sectarian practices were complained of by plaintiffs, including:

1. *Bible Practices:* (a) reading verses from the Bible as part of the school program, (b) comments and explanations of the verses read, (c) distribution of Bibles and other religious literature to pupils, and (d) holding Bible instruction on school property after hours.

2. *Prayers and Grace:* (a) regular

<sup>1</sup>*Everson v. Board of Education of Ewing Township*, 330 U.S. 1, 67 S. Ct. 504 (1947).

<sup>2</sup>*Chamberlin v. The Dade County Board of Public Instruction*, the Circuit Court of the 11th Judicial Circuit in and for Dade County, Florida—In Chancery—59C 1928 (1961).

# in Miami Public Schools

LEE O. GARBER

Director, Educational Service Bureau, University of Pennsylvania

recitation of The Lord's Prayer, (b) saying of other prayers, and (c) saying grace.

3. *Hymn Singing*: regular singing of religious and sectarian hymns at assemblies and in classrooms.

4. *Observance of Religious Holidays*: (a) observance of Christmas and Easter through sectarian programs, plays and pageants relating to the Nativity and Resurrection, and (b) observance of Hanukkah and the Passover.

5. *Religious Symbols*: display of religious and sectarian symbols, such as the Cross and Star of David, in halls, assembly rooms, and classrooms.

6. *Baccalaureate Programs*: conducting religious and sectarian baccalaureate programs.

7. *Religious Census*: conducting a religious census among pupils.

8. *Religious Tests for Teachers*: imposing a religious test for teachers and other employees, and use of religious criteria in their evaluation.

The school board admitted certain of these practices, but denied others.

**Holdings of the Court.** Because of the number and variety of alleged religious and sectarian practices and because of the court's findings confirming some of these practices but not confirming others, they will be considered in the order in which the allegations were mentioned.

1. *Bible Practices.* After reviewing

many of those cases in which the Supreme Court has attempted to clarify the problem of "religion and public education," as well as many decisions of the higher state courts regarding Bible reading, the court held that a statute regarding Bible reading is not unconstitutional particularly where, as here, pupils are excused from attendance upon the request of their parents or guardians; it refused to enjoin the practice.

In so holding, the court "appeared" to reason that the fact a pupil was put to some disadvantage and sometimes subject to ridicule by other pupils if he asked to be excused was immaterial. The word "appeared" is used advisedly because no example of such a situation was actually before the court.

The court, in arriving at this decision, discussed at some length the part religion has played in government: When the Liberty Bell was cast, a Biblical injunction was inscribed upon it; our coins carry the words "In God We Trust"; Congress (1782) designed the dollar bill "which has the 'Eye of God' above the pyramid over which are the words 'annuit coeptis,' which signified 'He (God) has favored our undertakings'"; the Declaration of Independence makes four specific references to the Almighty; the oath taken by government employees includes the words "So help me God"; Congress has added the words "under God" to the pledge of allegiance (1954); all of our Presidents have invoked the help

of a Supreme Being in their inaugural addresses; a joint resolution of Congress (1956) adopted for our national motto the words "In God We Trust."

With respect to the allegation that the Bible verses read were commented upon, the court found there was no evidence of this with the exception of one isolated case in which the offender was not a teacher. Therefore, it was unnecessary to rule on the question, but, suffice it to say, this practice is forbidden by the statute.

With respect to the distribution of Bibles and the Holy Book of any religious sect, the court noted that the testimony indicated that under a board policy this was approved on a purely voluntary basis, provided the teachers did so without sectarian comment. Nevertheless, it found that none had been so distributed in the preceding five years. Consequently, it concluded no injunctive order was necessary.

As to Bible instruction on school property, the court found proof that this had been carried on after school hours on a purely voluntary basis. It also found that some schools had been used by churches of many denominations after school hours without making a charge.

In ruling on these two matters, the court indicated that where such use is for temporary purposes only, the courts of Florida will not require that it be discontinued. It did, however, indicate that the use of school build-

(Continued on Page 88)

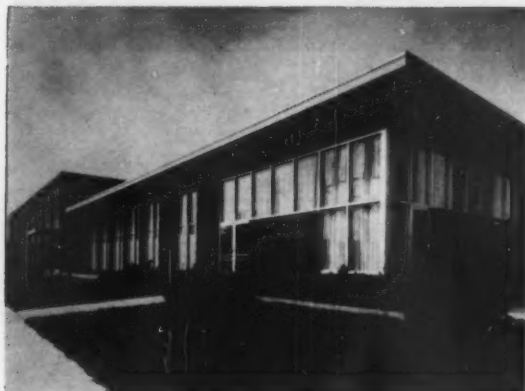
## Administration



"Cost is justified"

All photos by Chicago Architectural Photographing Company

# Center Has Beauty and Dignity



**ATTRACTIVE OFFICE** of the superintendent of School District No. 102 (facing page) is furnished to bespeak the important administrative decisions made there. The office is in the administration center at La Grange Park, Ill. (elementary school district).

**PHYSICALLY ONE BUILDING**, the administration center (front, above) and primary school (left, above) are virtually divorced by different design treatment of the two constructions.

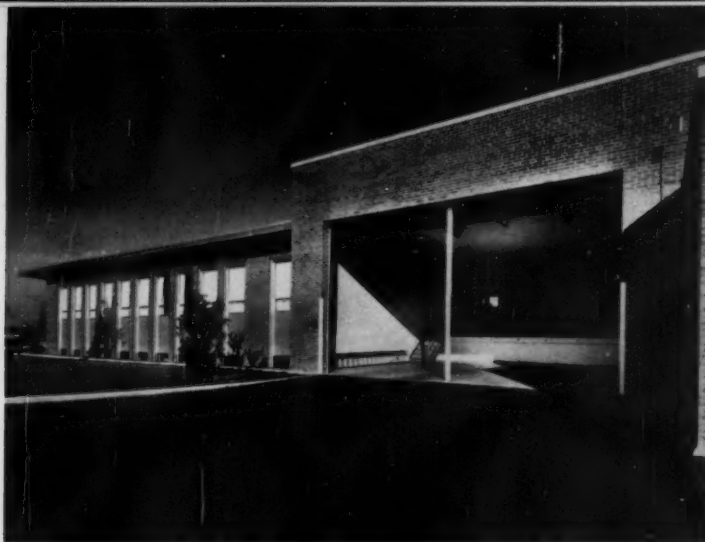
**M**ANY a school superintendent's office fails to "telegraph" the information that the man behind the desk is administering the largest "business enterprise" in the community. Even in districts in which this responsibility includes the planning of ultramodern schools, "education headquarters" still are housed in unattractive space in ancient buildings.

This is not true of School District No. 102, which serves parts of La Grange, La Grange Park, and Congress Park, Ill., near Chicago. Its new administration center provides adequate and efficient work space in a setting of dignity, beauty and color.

Formerly, the administrative offices of this 3500 pupil elementary district were scattered among the eight schools. Supervisory personnel and administrative aides were not located conveniently near the superintendent. The board of education had no permanent meeting place. Office employees worked in drab, uninviting and cramped surroundings. This situation was not conducive to the making of far-reaching decisions involving millions of dollars and the exercising of educational leadership expected by the citizenry.

**Services now are centered.** Today the one administration building serves as the school business and supply center of the entire district. Supt. James E. Pease and the 20 members of his staff are "at home" to teachers and members of the community in attractive, air conditioned surroundings that are in keeping with their duties and responsibilities.

Scattered facilities have been consolidated, and



**ENCLOSED RECEIVING DOCK** and freight elevator (upper photo) are located at the rear of the administration center. Books and other supplies are delivered here and are taken to the subbasement room, where they are stored in the district storage room.



**CURRICULUM LIBRARY** (left photo) also serves as a conference room. About once a week, a group of teachers, supervisors or other members of the community meet here. The tables can be rearranged for the serving of food from the near-by miniature kitchen.

**BESPEAKS ITS IMPORTANCE.** The board of education meeting room (lower left photo) is pleasantly furnished for those citizens who make the policies for the community's largest business, the public school system.



Architects:  
Jos. C. Llewellyn Company  
Chicago

## The cost of the center has been repaid in terms of easier teacher recruitment and a more efficient staff operation

the board of education has its own permanent meeting place, along with comfortable seating accommodations for citizens attending the meetings.

District No. 102 located its administration center in a residential area of La Grange Park, at one end of a 7½ acre site which the center shares with two elementary school buildings. The allocation of space and the design involved a great deal of thinking and planning on the part of many people. It was the outgrowth of mutual counseling by the administration, the staff, and the architects, Jos. C. Llewellyn Company, Chicago. Ideas gained from visits to other centers by the architects and district staff members were incorporated.

**Building is school-related.** Physically, the administration center is connected to the 400 pupil capacity Forest Road Primary School (K-2); however, it is effectively divorced from the school by fire doors leading to the in-between multipurpose room. This area, with a stage, serves both the school and the center — the latter as both an auditorium and dining area for larger community and staff group meetings.

**There is work space for all.** Aside from the board room and the superintendent's office, the center houses these facilities: general business office, professional library-conference room, audio-visual center, curriculum center, business machines room, employee lounge, and a small kitchen-

serving counter. Located here, too, are the offices of the two administrative assistants (in charge of general administration and of instruction, respectively), the guidance director and the reading counselor, the audio-visual director and the visiting counselor, and the office manager and purchasing agent. Also, there is a walk-in vault, an auxiliary book storage room, a supplies room, secretaries' offices, and conveniently located closets.

At the rear of the building is an enclosed receiving dock and a freight elevator on which supplies can be moved to the 10,000 square feet of well lighted storage space in the sub-basement.

**Cost is justified.** Supt. Pease considers the administration center "a great asset." For example, he recognizes that the new facilities have been most helpful in teacher procurement. On reaching the building, prospective teachers are favorably impressed by the friendly, cheerful atmosphere. They can relax on comfortable lounge-type seats while browsing through literature handed them before their interviews. They are interviewed by an administrative team in attractive offices. The professional library offers further opportunity for orientation. Kitchen facilities permit the serving of refreshments. Two schools are nearby for sample inspection of the system.

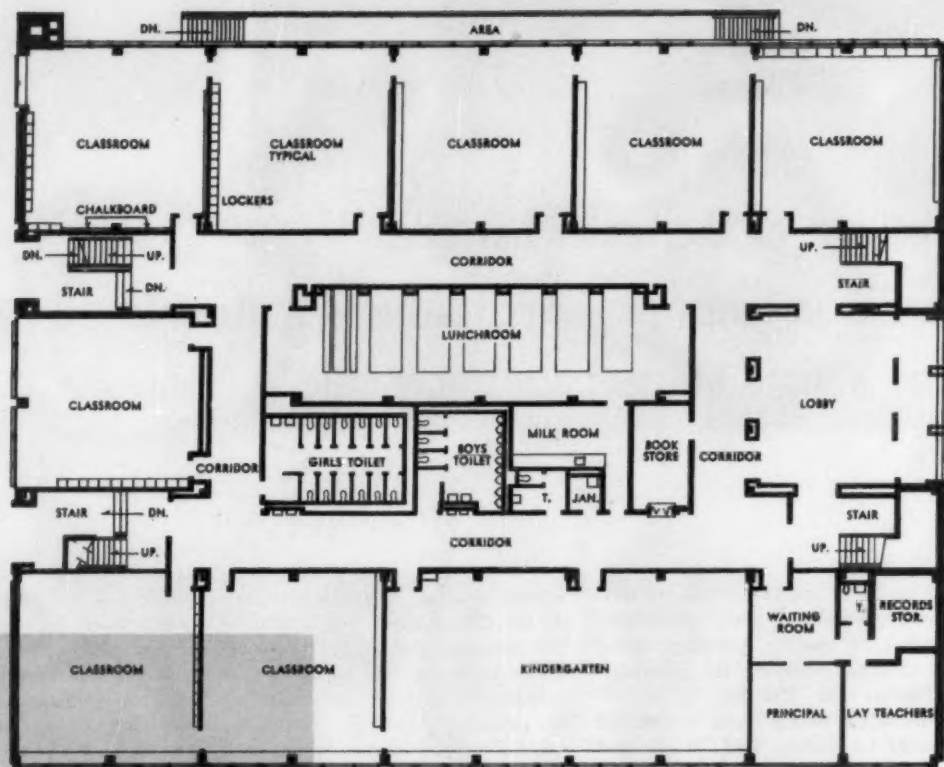
**Quick planning is possible.** Another outstanding value of the center, ac-

cording to Mr. Pease, is that it enables the staff to make plans on short notice. Staff members who formerly were a mile away from the superintendent's office are now across the building; the administrative assistants who were a block away now are across the hall. Facilities for luncheon meetings of various types and sizes are provided. If more space is needed than is afforded by the offices and the library, there is always the multipurpose room of the adjoining school building.

**Structure is attractive.** The red face-brick masonry piers harmonize pleasantly with the blue procelain steel panels in the curtain walls. An overhanging cornice with extruded aluminum fascia crowns the administration center, while the limestone coping provides visual separation between the two buildings. Polished granite is used to frame the planters and to provide a background for the school name sign at the entrance to the building.

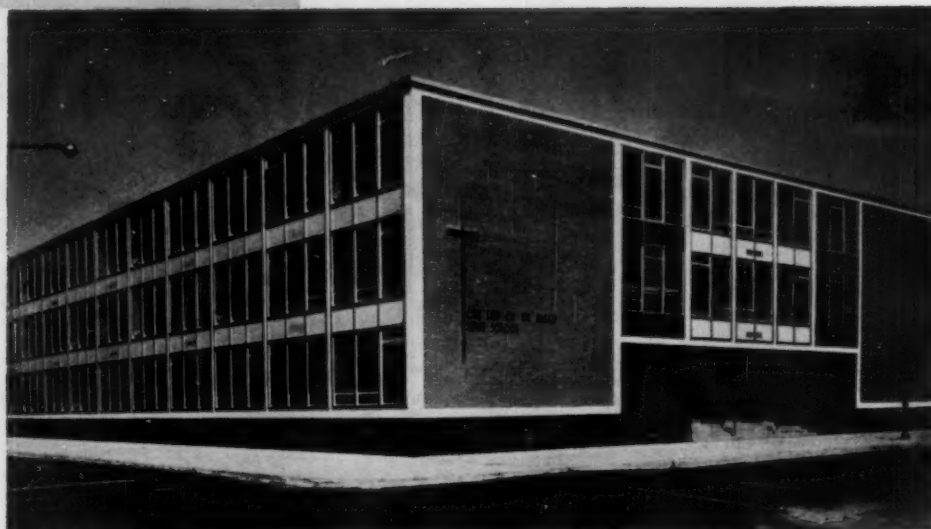
**Building is well designed.** Structurally, the administration center in La Grange Park is of bearing wall design. Interior columns and beams, constructed of poured reinforced concrete, support the precast concrete floor slabs of the office level. The beams also support interior bearing walls, and these (in combination with the exterior bearing walls) support the bar joist and gypsum roof.

(Continued on Page 92)



Architects: Barry & Kay

**PLAN** of first floor of Our Lady of the Angels Parish School in Chicago is shown above. . . . **MODERN EXTERIOR** of the school (below) is constructed of steel, glass, concrete and tile. The three-story structure covers the site of the former school, which was destroyed by fire.



More than two years have passed  
since a major fire took the lives of 92 children and  
three nuns in a Chicago parochial school. Now

## Our Lady Of The Angels Is A Fire-Resistant School

**W**HERE there was once destruction there now is beauty at Our Lady of the Angels School in Chicago. This is the school where 92 children and three nuns perished as a result of a major fire on Dec. 1, 1958. Occupying the full site of the old structure, the new "three-story phoenix of steel, concrete and glass" has, as it were, risen in youthful freshness from its own ashes.

In designing the new \$750,000 school, the architects, Barry & Kay of Chicago, sought to make the building as nearly "fireproof" as a school structure can be. Areas not constantly in use, such as the supply room and the service area near the visual-aids room, have fire warning devices that react to abnormal heat and activate a sprinkler system.

**Materials are fire resistant.** The only wood in the building is in the doors between rooms and between

classrooms and corridors, and these have been treated with a nonflammable material. Two wide hallways on each floor run the full length of the three-story building and are connected by cross corridors.

The passageways are served by four enclosed stairways, each with metal railings and specially constructed doors that seal off the affected area in case of fire or smoke in a stairwell. Fire extinguishers and alarm buttons are located at the ends of each corridor.

**Classrooms are interconnected.** Our Lady's 1500 children are housed in 34 classrooms. These are arranged along the east and west walls. Doors next to the exterior walls connect all classrooms and, when open, provide each floor with additional passageways. The system of hallways and connecting rooms permits a ready exit from any point in case of

emergency. Classroom windows are of the escape type; they turn on swivels.

**Service facilities constitute an island.** The service facilities are located at the center of each floor, surrounded by corridors. On the first level there is a luncheon and supply room, on the second floor another lunchroom, and on the third floor the visual-aids room and library.

**Color is used extensively.** Both exterior and interior walls are colorful. Floors are vinyl asbestos and marble chipped tile. Each room has its own color scheme. The kindergarten room particularly is gay. Sister Mary St. Florence, principal of Our Lady of the Angels School, is determined that the children shall not attend school under a pall and that their educational experiences will not be dampened by an atmosphere of past tragedy. ■



## CHALK DUST

*Frederick J. [unclear]*

### THE BUNION DERBY MAN

NOWADAYS when so many school superintendents are able to commandeer their own school buses for the annual senior class trip to Washington, D. C. (or Chicago or the Great American Desert or the Grand Canyon or Hell's Half Acre or wherever senior classes decide to go for educational broadening), they can scarcely appreciate that bygone era when the Bunion Derby Man was a regular visitor to the school and stirred up more travel lust than a modern Peace Corps.

The Bunion Derby Man, that travel agent extraordinary, promised for a consideration to deliver and return the senior class thither and hither. Today, the administrator often acts as his own travel agent with the subconscious hope that his buses will run into the Potomac River or get lost in Sioux City, Iowa, thus relieving him of a great deal of preplanning in the years ahead.

"If winter comes can spring be far behind?" was the motto of the Bunion Derby Man, and, as surely as the snows descended on the leaky school roof, he appeared with his alluring travel literature to solicit and seduce the senior class with visions of the wild blue yonder. He would address assemblies, call on recalcitrant parents, show movies, discuss budgets, suggest pressures, and subsidize incipient chaperones.

After much computation a price of some \$100 a head would be placed on each senior, a contract would be signed, and the Bunion Derby Man would hasten hence to other victims.

But, oh, the woe he would leave for the superintendent who as travel agent ex officio and pro tem was left to carry on as best he could. Inspection of the senior class treasury would reveal an invariable deficit, and, with whoops and hollers, the seniors would descend upon the hapless community for some deficit financing. By candy sales, seed sales, basketball games, pencil sales, and other devices too numerous to mention, the citizenry would be held up and the local merchants resignedly would donate in the effort to put themselves out of business.

After repeated community effort, by some peculiarity of higher mathematics

each parent would have to dig down for \$110 plus a lifetime of clothing and pocket money. Thus was the Washington, D. C., trip financed.

Over the trip itself let us draw a merciful veil — the sore feet, the budding romances, the lost chaperones, the plundered hotels, the tired souvenirs, and the educational outcomes.

In all fairness, it must be admitted that the anticipations of the Bunion Derby Man were amply fulfilled. Good and bad, he always delivered a great deal more than he promised, and the community received a liberal education. Old-time superintendents may look back with nostalgia on that happy day before they assumed the Bunion Derby Man's duties as part of their own itinerary.

### THE QUESTION IS . . .

The most confusing question asked by a pupil, according to Betty Taylor, elementary teacher at Holt, Mich., who has made an interesting study of pupil-teacher communication, is: What are we supposed to do after we get done doing what we are supposed to be doing?

### SUMMER READING

EVERY JUNE Mr. CHALK DUST is the recipient of many letters from school administrators asking for suggestions for summer reading. Whether these unfortunate superintendents really and truly believe that they will have time to catch up on their reading or whether they simply hope to escape from the aftermath of the June commencement, deponents saith not.

For such superintendents six books are recommended, some of which will not only give surcease and succor but will constitute a working library for years to come.

1. "Dictionary." This is an impressive desk book. In view of the developing furor as to whether the schools do or don't teach English, this book at least gives evidence that the superintendent is familiar with the source of the trouble. It also provides a ready reference to help contest testers, a growing number of whom depend upon the school superintendent and school library

to fill blanks, suggest rhymes, enter sweepstakes, furnish stamps, and mail entries. Crossword puzzle maniacs also have been known to appeal to the superintendent, usually in the middle of the night; a heavy dictionary hurled at the telephone may discourage them.

2. "World Almanac." Possession of this volume gives the school administrator some status and authority on records in sports and miscellaneous items that are part of the school-public interpretation program. (Note: The Farmer's Almanac is not recommended as a substitute because it deals mostly with weather conditions and adversely affects the tardiness and absence record.)

3. "Who's Who and Who Ain't." This is a most valuable volume for dull and extraneous material in introducing speakers, in settling protocol disputes at national conventions, in spelling names properly, and in impressing the

public. If the superintendent's name does not appear in "Who's Who" due to some abysmal ignorance or stubbornness on the part of the publisher, the page where the name rightfully belongs can be pasted down or destroyed. In case the name does appear due to some abysmal misinformation obtained by said publisher, the book should be



appropriately prepared for ready manipulation and casual, instantaneous reference.

4. The current best seller, "Winnie Ilie Pu," if prominently displayed on the superintendent's desk, will virtually take on the scholarly aura of the Phi Beta Kappa key that used to jangle on the superintendent's vest when he had a vest. Parenthetically, "Winnie" also can be used to swell the enrollment in Latin classes.

5. Some good geography book, along with a complete set of road maps. It is in June that a school superintendent may find maximum use for road maps — and I don't mean vacation trips, either.

6. "The Bible." For therein is consolation and help in time of trouble. But note, particularly, the King James Version still is recommended for the use of school superintendents due to the aforementioned developing controversy as to whether a superintendent can or cannot speak English.

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Junior high school 'house' plans have enabled two New York State communities to devote more attention to individual students without sacrificing big-school facilities. Here are

## Two Versions of the 'House' Plan

There no longer is anything new about the "school within a school" approach as a means of correcting the shortcomings of a jumbo-sized school. Yet *the* plan for "humanizing" mass enrollments has not been perfected. Meanwhile, variations of the "small schools within a large school" continue to appear.

In the articles on the following pages, two successful versions of the "house" plan, as utilized at Scarsdale and Niskayuna, N.Y., are described. Both junior high schools embrace Grades 6, 7 and 8. Despite differences in organization, both districts report this common benefit: increased attention to individual pupils without loss of large-school facilities. Scarsdale's program is in its fourth year; Niskayuna's is in its second.

Junior high school pupils remain in their 'house' for three years. 'Deliberately heterogeneous' grouping is one reason that

## Scarsdale Plan Is Flexible and Relaxed

**WALTER F. FOGG**

Principal, Scarsdale Junior High School, Scarsdale, N. Y.

**HOUSE PLAN** forms the center of the school program at Scarsdale Junior High School in Scarsdale, N.Y. In each house (Popham, Butler and Cooper), provisions are made for teaching art, general music, science, mathematics, English and related subjects, and social studies. "Shared" areas include general administration, library,

auditorium, and specialized music facilities, gymnasia, dining rooms, shop and homemaking spaces. The school was designed to bring together economically 1000 or more pupils and yet to preserve the values inherent in small schools. The school, located on a steep side-hill site, suits both the topography and educational program.



WHEN our seventh and eighth graders still were part of a large, six-year high school, they were programmed in all parts of a rambling building. Both the 1000 children and the teachers seemed to develop unnecessary tensions, and the children had little "sense of belonging."

This situation was changed completely with the opening of Scarsdale's \$4 million junior high school. The building was designed as a "house plan" form of organization, the first in our area. Planning for an enrollment of 1000 pupils in Grades 6, 7 and 8, the staff committee devised an organizational framework that guaranteed knowable-size groups of children without surrendering the specialized facilities appropriate to a large school — a school-within-a-school concept.

The present structure consists of two building masses connected by enclosed ramps or bridges. One of these masses accommodates two house units. The other incorporates one house, and many of the shared spaces (auditorium, cafeteria, gymnasium, shop and homemaking rooms) also are incorporated here.

**How is the school organized?** About 340 pupils from all three grades are assigned to a house and remain there for three years. Teachers are selected to instruct only the pupils in one house. Three groups of teachers are matched carefully for subject balance within a house and between houses. They teach everything in the usual junior high program *except* physical education, shop, homemaking and some of the specialized music courses.

Each house has 14 classrooms, including art, science and general music rooms. Also, there is a large visual-aid room for projection, informal dramatics, house meetings, parent meetings, and similar activities. A dean's office in each house is the nerve center for both administration and guidance.

**Is there any grouping?** Pupils in the houses are organized by grade levels, typically with four classes in each of the three grades and about 25 pupils in each class.

Generally, classes are deliberately heterogeneous — nearly all pupils expect to enter college and nearly all

do — except where course election (and guidance) causes some homogeneity.

At the extremes of the ability scale, needs of pupils are met primarily by individual rather than group methods. However, there are remedial classes for the slow learners and several program provisions for the gifted.

Twice a week a special interest program aimed at enrichment involves the entire school population. It embraces 50 groups from all houses and grades, and is held in areas chosen by the pupils.

**How do the teachers function?** At the sixth grade level teachers are responsible for the total school program except physical education, art, music and shop. The latter subjects are taught on a departmentalized basis. Science teachers are occupied almost entirely with Grades 7 and 8, but serve as consultants and advisers to Grade 6 teachers.

At the seventh and eighth grade levels all teachers are "specialists." Also, one English teacher in each house has extensive training and experience in teaching reading; he acts as a consultant to the other teachers in his house.

**What about administration?** It is important that a house have as much autonomy as possible; for this reason the house dean is a key figure. Although he is certified as a guidance counselor, he spends much of his time on administrative matters. He leads, stimulates, evaluates his staff, and he programs his pupils. He also makes the countless daily arrangements and adjustments that are necessary for smooth operation. While running his own little school, he also must see that his program meshes with the over-all plan and organization. Thus, the deans work closely with each other and their principal.

Of a total staff of 60, there are 12 "shared" members, including the principal, whose activities are school-wide. Other "share" personnel are: four physical education teachers, two shop teachers, two homemaking teachers, a librarian, a nurse, and a psychologist. Music teachers have a unique role: Each is assigned to a house but directs all-school groups in band, orchestra or choir.

**How are classes scheduled?** Class periods are of uniform length (42 minutes). Most subjects are scheduled for a single period, but classes in art, shop and homemaking use two consecutive periods, to save cleanup time.

English and social studies at the seventh grade level are scheduled in a block of time with one teacher for two or three consecutive periods a day. Since sixth graders are taught special subjects by teachers on a departmental schedule, they must mesh with the total school program for these classes. The rest of the time the sixth grade teacher and pupils simply ignore the class bells.

**What are the advantages of the house plan?** After more than three years of experience with the house plan, we could not think of running our school without it. Some of the important gains are as follows:

1. Children have developed a sense of identity and belonging far stronger than is usual in a school of 1000. It is almost impossible for any child to become "lost."

2. Teachers know the children and other teachers better. One of the pleasant surprises has been the obvious pride and loyalty that teachers developed toward their houses.

3. Loyalty to the house has supported, rather than undermined, loyalty to the whole school.

4. Communication — teacher to child, teacher to teacher, and teacher to administrator — is greatly facilitated. Projects involving teamwork by several teachers grow easily out of physical proximity and a "knowable" group.

5. Flexibility is greater. Somehow we find it easier to start, stop and change direction in a school of 340 than in one of a thousand or more.

6. Traffic is reduced to a minimum, and there is less congestion. A pupil needs to walk only the length of two or three classrooms for at least 80 per cent of his school program. For this and other reasons tensions are reduced, and the general tone of the school is purposeful but relaxed. It is significant that the referral of behavior problems to house deans has almost been eliminated.

**What are the special problems?** We have discovered no serious diffi-

culties, but for those who are considering such a plan the following observations may be helpful.

1. The principal is extremely busy coordinating. He is holding the reins on three spirited horses, not one, and he must see that they run together in the same direction and at their best speed.

2. There had been concern that the plan might be divisive (lead to unhealthy competition between houses) and might undermine loyalties to the school. In practice this has been no problem. In the shared classes, in the dining rooms, and in our activity program we deliberately mix the pupils from the three houses. The physical education teachers have carefully avoided setting up a sports program based on house competition.

3. Once the houses are set up and staffed, any rapid enrollment growth must be handled carefully in order to keep a reasonable balance in size and, more important, in staff utilization. It is not essential, of course, that the houses be exactly the same size, but they must have identical programs. Since the beginning of this program no teacher has requested a transfer from one house to another, and no teacher has been moved. Only two such changes have been made among pupils.

**Is a house plan expensive?** If Scarsdale Junior High School were to offer its present program in the framework of a conventional organization, it is difficult to see how any significant savings could be realized in either plant or staff costs. At the same time no increased costs have resulted from the operation of the house plan, and the teacher-pupil ratio in this school is no higher than in any of the other five schools in the district.

We seem to have remarkable support for our house plan among the teachers, the pupils, and the community. A principal can't ask for much more. Of course, we could easily think of one or two places where additional staffing would be advantageous. An assistant principal chiefly concerned with pupil activities and some of the shared areas would be helpful, but doesn't every administrator yearn for additional help? ■

## In Niskayuna, a

**A**NOTHER version of the junior high school "house plan" is in its second year of operation at Van Antwerp Junior High School in Niskayuna, N.Y. At present, the special house arrangement is in operation for the sixth grade only, but future plans call for a house type organization with teacher teams staffing Grades 6, 7 and 8.

In this instance no new school was built; the organization plan had to be fitted into existing facilities. The decisive move involved a centralization of all sixth graders from five elementary schools with the seventh and eighth graders; this followed the separation of the ninth grade from the four-year high school program.

The Niskayuna plan of organization "balances" the following: the advantages of the self-contained elementary classroom with departmentalized team teaching; homeroom closeness with specialized teaching; the efficiency and economy of large groups with the intimacy of small groups; identification ("belonging") with stimulation (wider social and academic contacts); provision for progress of the academically talented and the handicapped children with a program for regular class groups, and the economy of teacher instruction for classes of a maximum 80 pupils with group and individual counseling.

The following explanation of the Niskayuna house plan offers a description of a new kind of sixth grade.

At Van Antwerp Junior High School all house members are members of Grade 6. When the plan went into operation in the fall of 1959, the 240 Grade 6 pupils were assigned to three houses. Each house was divided into three sections of about 80 pupils, making a total of nine sections.

Before the house and section memberships were fixed, two special groups were separated: the academically talented pupils and those with extreme learning problems. Between these extremes three other classifications emerged: high average, average and low average.

Sectioning was done on the basis of ability, achievement, work habits, school history, teachers' judgments, and the scatter-gram relationship of students' academic achievement to I.Q. scores.

Since the typical I.Q. of Niskayuna sixth graders is quite high (118), and since academic motivation is well above normal expectations, we were not surprised to find three sections of pupils in the high average category, three sections in the average, and only one section in the low average.

Once grouping was complete, the pattern of the individual houses could be established quickly. One house was given the one academically talented group, along with one of the high average and one of the average sections. Another house was given the one section with extreme learning problems, together with one high average and one average section. Finally, the third house com-

HUGH J. DIAMOND

Principal, Van Antwerp Elementary School, Niskayuna, N. Y.

## 'House' Fits Into an Existing School

bined a high average, an average, and a low average section. Houses were designated north, east and west.

Most important in creating and maintaining the elementary school atmosphere has been the establishment of heterogeneous homeroom groups. From the very beginning these groups have been kept together as working units for a large portion of the school day for instruction in English and social studies and in special subjects (art, music, physical education, and French). The pupil can identify with a single class group during a large part of his school day since he is taught English and social studies — and either reading, mathematics or science — by one teacher who knows him well as an individual.

The nine homeroom teachers are the same staff members who worked as a committee to plan the Grade 6 program. They are experienced sixth grade teachers from the elementary schools who moved into the junior high school building.

Before the change was made, these nine teachers were polled on their preference for teaching either reading, mathematics or science. Once the staff preferences were identified, the faculty organization of the houses got under way.

To each house there was assigned a team of three teachers which was responsible for teaching English and social studies to the homeroom group. In addition, each member of the team was assigned to the entire 80

pupil house for instructing homogeneous classes in his or her field of special strength and interest (reading, mathematics or science).

Within each three-teacher team, one teacher acts as chairman. He is responsible for planning and coordinating his house with the other two houses. Also, he represents his unit in planning with the administration and the consultants. (The consultants include five secondary department heads who are responsible for the coordination of the curriculum in Grades 6 to 12).

The three house chairmen, in turn, meet regularly with the principal to discuss common problems and to seek important decisions affecting the operation of the program. Each house chairman also crosses house lines to work with other chairmen for curriculum coordination either in reading, mathematics or science.

Opportunity is afforded members of each of the three-teacher teams to plan their activities and to lay out their schedules together. A great amount of sharing is necessary, for these teachers must know 80 pupils instead of 27, as in previous years. Each teacher now operates not in a single classroom situation but as a member of a professional team which develops and nurtures original ideas and which inaugurates more imaginative and creative approaches to subject matter.

In developing the English and so-

cial studies program the nine Grade 6 teachers work together as a group with the subject consultants. In the case of reading, mathematics and science, teachers of the respective subjects cross house lines to work with the teachers who instruct in the same specialty in the other houses.

The dual approach to teaching assures balanced instruction. While the heterogeneous homeroom group and the homeroom teacher assure warmth and security for the individual child, the homogeneous reading, mathematics and science classes provide special stimulation and challenge. In these three fields the subject content is covered as quickly or as slowly as the children can move.

Occasionally, a sixth grader who would benefit from an activity course is assigned to one. Likewise, a pupil who is advanced enough to be placed in a seventh or eighth grade mathematics class is moved ahead. These are exceptions, but our program is flexible enough to handle the unusual.

Important in the Niskayuna program is the activity period. This is the time when the sixth grader has the opportunity to meet with junior high school pupils outside his own house. Orchestra, band, chorus, student council, special interest clubs, and intramural sports programs receive attention at this time. Group study, too, is scheduled, and time is

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# Gulf Between Teachers, Administrators Isn't Widening; 'It's Disappearing'

NOT only is the gulf between teachers and administrators *not* widening, according to 58 per cent of the respondents to The NATION'S SCHOOLS' opinion poll this month, but many of this group believe that the opposite is true. They say the trend is toward a closer working relationship between teachers and administrators.

A Kentucky schoolman offered this explanation: "As our teachers become better trained, with many acquiring advanced degrees, they become more familiar with the problems of the administrator."

And from an Indiana superintendent: "I believe that the development of more active classroom teacher organizations, plus added emphasis to over-all curriculum planning, is actually drawing the two areas more closely together."

"I believe it [the gulf] is definitely lessening, especially between male teachers and the administration. This is due to a logical ambition of male teachers to one day become administrators themselves; they are looking more closely, and with greater insight, into the problems of administrators, and, consequently, are learning of these problems." (N.J.)

Many admitted that their opinions on the absence of a widening gulf between teachers and administrators were influenced by their local situations, and qualified their answers by saying, in effect, "not here, anyhow."

A Mississippi schoolman spoke for the "rural sections of the South. *Here*

the finest rapport ever exists between the two groups." An administrator from Oklahoma said that no widening of the gulf between teachers and administrators existed "in *this* school or *this* part of the state."

An Easterner (Mass.) maintained that he had observed no growing separation of teachers and administrators. An Iowan has seen no evidence of such a breach in his school, but "from comments I have heard from some *other* schools, the teachers seem to believe that the superintendent is entirely on the side of the school board rather than [in the position of] giving consideration to the needs and interests of the teachers."

"I would qualify my [no gulf] answer by saying that, in the smaller schools, I find that the relationship between teachers and administrators is on a very close, friendly and respectful basis," said a New Yorker. There "might appear to be a widening because of growth of some systems. As a school system grows, the relationship will of necessity be less intimate. More departmentalization will do the same."

A superintendent from Colorado asked of the TNS question: "What in the world do you mean? What gulf? What manner of gulf — pay? duties? status? age? Whew!"

He may receive answers from the 40 per cent of the respondents who believe that the gulf between teachers and administrators *is* widening.

Administrators are "tied up in more red tape all the time," said an Idaho

respondent. According to a Texan, "the pressures of the other services that the administrator must render in the community outside the school are the main cause of the change into the more isolated position in which he finds himself today. He does not have the time he needs to get to know his teachers well."

Teachers organizations have divided or grouped teachers in such a way as to "pit teachers against administrators," in the words of a California schoolman. A Kansas superintendent said that "state and national organizations are becoming too aggressive in their demands and less willing to work cooperatively on mutual problems." Agreed a respondent from Connecticut: "Teachers increasingly are adopting labor union tactics. There seems to be a lessening of the feeling that the superintendent is the representative of the teachers both to the public and the board of education."

Another way that the gulf has widened is in the independence of teachers, as a result of "teacher scarcity and tenure." (Ohio)

## Blames Teacher Institutions

Teacher training institutions are responsible for the growing gap in the relations between the two groups, others believe. "A great deal of this could be resolved if the colleges taught teachers respect for pupils, individuals and administrative procedures." (Ill.)

This four-point plan for bridging the gulf came from an Illinois administrator: (1) Have "more teacher participation in some decision making"; (2) "avoid 'out of the blue' edicts from the front office"; (3) "win the support of teachers by making them feel it is their system, not yours," and (4) "promote a feeling of gradual change and improvement."

An Ohio official wondered if anything *should* be done about the alleged gulf. "I believe that progress is made by the few and not the majority. I believe that it is important to develop a core or nucleus of highly trained, highly professional, intelligent, forward-looking staff members who can guide the rest of the staff. I am not certain that the gulf you refer to is important if the bulk of the teachers respect the ability and integrity of the central group." ■

## OPINION POLL FINDINGS:

**Do you believe the gulf between teachers and administrators to be widening?**

**Yes....40% No....58% No opinion....2%**

Based on a 4 per cent proportional sampling of 16,000 school administrators in continental United States, this survey brought a 42 per cent response.

**National federation, N.S.B.A., rejects  
resolution for more federal aid; revises  
organizational machinery as**

## School Boards Prepare for 'Action'

LEO. E. BUEHRING

PHILADELPHIA. — The voice of N.S.B.A. increasingly will become the voice of the 40,000 school boards of America. That is the major outcome of two business sessions and a preceding day-long workshop of the delegate assembly of the National School Boards Association convention. The organization met here 3000 strong on May 4 to 6, following two days of preconvention sessions by various committees and related bodies.

The delegate assembly, consisting of two representatives from each of the 50 state organizations, the District of Columbia, and the Virgin Islands which comprise the N.S.B.A. federation, did the following:

1. Authorized its board of directors to become an action organization.

2. Refused repeatedly to vote support to various programs related to federal aid for education.

3. Revised its constitution and bylaws to permit meetings of the delegate assembly at times other than the national convention.

4. Overrode its nominating committee by advancing to the presidency its first vice president, Theodore C. Sargent of Swampscott, Mass., and by reelecting the director from the Pacific Region, George B. Morse of Tucson, Ariz.

5. Approved a procedure that made it possible to return to the board of directors for one year Matthew R. Sutherland, New Orleans attorney, despite a question as to his technical eligibility to that position.

**Resolutions Rejected.** The delegate assembly voted favorably on a resolution which expressed opposition to "the further extension of federal aid to edu-

cation until the school boards of America express the need for such funds." The need is to be determined by a study which the N.S.B.A. officers and directors were directed to make "without delay."

Delegates voted down a composite of two resolutions that the N.S.B.A. adopt a position in support of federal aid to public education and defeated another



Theodore C. Sargent

resolution that the organization go on record in favor of federal support for state surveys of educational television and for the construction of educational television facilities.

Approved by one vote was a resolution urging that the present national school lunch apportionment policy be revised to provide for apportionment based on the number of school children in the state participating in the national school lunch program.

Lost also was a resolution that the National Defense Education Act be extended by the enactment of S-1726, and that it be broadened to incorporate English and the social studies, including history, geography and an understanding of the American economic system. Defeated, because it was considered by some delegates to be "none of our business," was a suggestion that the board of directors prepare a comprehensive study of federal aid for teachers and prospective teachers for graduate study.

**Resolutions Adopted.** Carried by a large voice vote was a policy statement (originally presented as a resolution) to the effect that the N.S.B.A. "strongly resist all attempts to infringe upon the authority of school boards in the selection and adoption of textbooks and other instructional materials." This action was taken in answer to a communication (directed to presidents and executive secretaries of state school board associations by the joint committee of the National Education Association and the American Textbook Publishers Institute) that implied it was to the best interest of education to place the indicated responsibility in the hands of members of the teaching profession.

Carried by a virtually unanimous standing vote was a policy statement on collective bargaining which stated that "it would be an abdication of their decision making responsibility for school boards to enter into compromise agreements based on negotiation or collective bargaining, or to resort to mediation or arbitration, or to yield to threats of reprisal; and that concern for the public welfare requires that school boards re-

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**Southeastern school business officials  
demonstrate that school business administration  
is 'education oriented.' Told by H. I. Willett that**

## School Budget Reflects Changes in Education

**ARTHUR H. RICE**

RICHMOND, VA. — School business officials from 10 southeastern states, in convention here April 19 to 21, heard and exemplified the philosophy that the business administrator is primarily an educator. Expressing this thesis was H. I. Willett, superintendent of Richmond's public schools and a former president of the American Association of School Administrators.

Addressing the final session he said, "The budget should reflect and be a description of the educational program. It should be designed to fulfill stated objectives. It would be difficult to evaluate a budget in terms of need and efficiency unless we know what it is that the educational program seeks to achieve."

Exemplifying this dedication to education was a three-day program of panels, discussion groups, tours and speaker-audience programs in which the full significance of this point of view was explored.

At the close of the convention, L. Orville Calhoun, director of business affairs for the Duval County Board of Public Instruction, Jacksonville, Fla., took over as president, succeeding Henry M. Eubank, director of accounting, Richmond, Va., public schools. Paul L. Franklin, business manager, Meridian, Miss., public schools, was moved up from vice president to president-elect, and Nathan M. Patterson, supervisor of special services, Muscogee county schools, Columbus, Ga., is the new vice president. Kenneth W. Tidwell of the

Tennessee department of education was reelected secretary-treasurer.

Nashville, Tenn., was reconfirmed as the meeting place for the 1962 convention next October. Several invitations were received for the 1963 convention, but the board decided it would be appropriate for the association to return after a 10 year cycle to the state where it held its first annual convention. Consequently, the 1963 meeting will be held in Columbus, Ga.

New directors to serve three-year terms were elected from five states as follows: Florida — Edward F. Hurst, Dade County Board of Public Instruction; Georgia — J. Glynn Sowell, Albany; Mississippi — Ray Adcock, Vicksburg; Tennessee — Robert E. Davis, Memphis; Virginia — Alfred F. Fisher, Roanoke.

A resolution adopted at the business session expressed appreciation to The NATION'S SCHOOLS editor for "interest in and attendance at" the convention and for "the outstanding coverage and support the magazine has given the association." The resolution further stated that this support has "added greatly to the effectiveness of this organization and to the status of the role of the school business administrator."

A special guest speaker was Joseph P. McElligott, president-elect of the Association of School Business Officials of the United States and Canada. Mr. McElligott is assistant chief, budget division, of the San Francisco Unified School District and a former president of the California School Business Of-

ficials. He emphasized that "enlightened school business administration" means more than efficiency and competency. He stressed the advantages to be gained by the school business officials working through organizations.

Greater participation in their respective organizations, he said, advances the cause of enlightened school business administration. He described the interorganization operations of the local and international groups, and especially urged the study of the problem of certification for school business officials. He also suggested that S.A.S.B.O. consider the possibility of affiliating with A.S.B.O.

"It's nice to meet in the heart of historyland, and this is to be an historic meeting, too," said Crawford M. Greene, on behalf of S.A.S.B.O. in responding to the greetings from the mayor. "The question is: After 10 years as an association are we worthy of our medal? There is greater need now than ever before for strong leadership from the school business manager as the No. 2 man in school administration," said Mr. Greene, director of business affairs, Hillsborough County Board of Public Instruction, Tampa, Fla.

The greetings were extended by Claude W. Woodward, mayor of Richmond, who referred to the manner in which the city and the school district cooperate in the purchasing and warehousing of supplies. He also mentioned that 55 per cent of the enrollment in Richmond's public schools are Negro children.

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**FORMAL GARDEN** of governor's mansion (upper photo) in Richmond, resplendent with flowers, was enjoyed by S.A.S.B.O. guests on Thursday afternoon of conference. Although alterations and repairs have been made on mansion since its completion in 1813, it still retains much of its original formal and hospitable air. All governors of Virginia, since 1813, have lived here in the executive mansion. Occupants have included John Tyler, who later became U.S. President. Distinguished guests, entertained here, include Dickens, Thackeray and the Marquis de Lafayette. . . . **MRS. J. LINDSAY ALMOND**, wife of governor and hostess, receives S.A.S.B.O. guests in mansion (right photo). At head of reception line Mrs. Almond greets W. E. Campbell of Norfolk, Va. Other ladies in reception line are Mrs. Henry Eubank, wife of S.A.S.B.O. president, and Mrs. Lillian Quattlebaum of Birmingham, Ala., a director of S.A.S.B.O.



**HENRY M. EUBANK**, S.A.S.B.O. president, presided at general sessions. . . . **L. ORVILLE CALHOUN**, director of business affairs, Duval County (Fla.) schools, is new president. . . . **HENRY I. WILLETT**, superintendent, Richmond, addressed second session. . . . **JOSEPH P. McELLIOTT** brought greetings from the international organization, A.S.B.O., as its president-elect.

Eubank



Calhoun



Willett



McElliaott





Kenneth W. Tidwell



Jesse B. Myers



Fred Wells



Alfred F. Fisher



Walter Latapie



Andrew C. Hutson Jr.



James Colmey

Two Richmond attorneys who have visited Russia addressed the opening general session. Both of them referred to Soviet achievements in education as "a challenge we must meet if we are to survive." Said Louis F. Powell Jr., a former member of the Richmond school board and now a member of the Virginia State Board of Education: "The communistic regime has been in power only 43 years, but it has virtually eliminated illiteracy and it has gone ahead of the Western world in the production of scientists."

The Soviet Union, he said, is devoting an appreciably greater emphasis to education than we are, and spending at least twice as much for it.

Both speakers urged that the United States provide indirect help and encouragement to Cuban revolutionists. Castro's victory may set up a disastrous chain reaction in South and Central America of Soviet inroads and domination, believes Mr. Powell.

Voicing an "amen" to Mr. Powell's conclusions about Cuba, A. W. Parker expressed thanks that this country has the Monroe Doctrine and that President Kennedy apparently is hanging his hat on that peg.

Mr. Parker was one of the lawyers supplied by the U.S. State Department to try to help Mrs. Barbara Powers in the trial of her husband in the U-2 incident. His description of the almost futile attempts of himself and two other lawyers to see or help Mr. Powers at his trial was presented as an example of how the Soviets used the trial to serve their own propaganda purposes. He showed how even the statement of Mr. Power's sentence was prepared for its effect upon the world, and especially to assert that Russia now has equipment

which can shoot down planes from high altitudes.

Talking "about the job that all of us together have to do," Supt. Willett said that business officials have a key position in interpreting the school program to the community — translating the instructional program into dollars and cents values. Excerpts from Dr. Willett's address follow:

"One of our difficulties in getting enough money has been that we have talked too much about the need for dollars and not enough about the need for services and programs that will be designed to meet goals that are understood and agreed upon by the community. The cost of education will necessarily continue to rise as long as the cost of living continues upward. We probably will not be able to decrease the cost of education in the foreseeable future, but we can take steps to decrease the rate of increase. This means that we must develop new techniques and new procedures to maintain quality education, and by the proper experimentation and research we can determine that the cost of quality education 10 years from now will be less than it would be if we continue our present practices. . . .

"Your status, prestige and usefulness in decision making will be related directly to your knowledge and understanding of the educational program. This means that the business office must be aware of change, and the school budget must reflect changes that are taking place in the educational programs throughout America. This is a challenge that must be accepted by school business officials everywhere, and particularly in the southeastern part of the United States where education is on the march. It is

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**KENNETH W. TIDWELL** gave secretary-treasurer's report. He announced April 4 to 6 as tentative dates for the 1962 conference in Nashville, Tenn. . . .

**JESSE B. MYERS**, Louisville, Ky., presented report of the nominating committee. His report placed Paul L. Franklin of Meridian, Miss., next in line to succeed L. O. Calhoun to the presidency. . . .

**FRED WELLS**, Sumter, S.C., presented resolutions, which were unanimously accepted. One praised The Nation's Schools for its interest and support to school business administration as a profession. . . . **ALFRED F. FISHER**, Roanoke, Va., reported as chairman of the constitution and by-laws committee. His report: "No changes needed." . . .

**WALTER LATAPIE**, New Orleans, La., reported as chairman of the auditing committee and also was given a round of applause for his work as editor of S.A.S.B.O.'s Newsletter. . . .

**ANDREW C. HUTSON JR.**, Knoxville, Tenn., chairman of the university contacts committee, reported that his committee is surveying college courses on business administration. It is finding a great increase in the number of such courses, as well as much more research in this field. Also, more workshops are being organized. . . . **JAMES COLMEY**, bursar, George Peabody College for Teachers, Nashville, Tenn., announced that a three-day workshop for school business officials will be conducted at the University of Tennessee preceding the 1962 S.A.S.B.O. convention in Nashville.



**OFFICERS AND DIRECTORS LUNCHEON** found these persons in attendance. Seated are (l. to r.): Paul L. Franklin, vice president, Meridian, Miss., public schools; L. Orville Calhoun, president elect, Duval county schools, Jacksonville, Fla.; Joseph P. McElligott, president elect of A.S.B.O., assistant chief, budgets division, Unified School District, San Francisco; Henry M. Eubank, president, Richmond, Va., public schools; Lillian Quattlebaum, director, Birmingham, Ala.; Shown in the second row are directors of S.A.S.B.O. (l. to r.): Guy E. Potts, Chattanooga, Tenn.; Robert N. Walters, Laurel, Miss.; Charles D. Stout, Louisville, Ky.; Frank Francis, Monroe, La.; Raymond H. Hughey, Greenville, S.C.; Nathan M. Patterson, Columbus, Ga.; W. E. Campbell, Norfolk, Va.; W. J. Minton, Fort Lauderdale, Fla.

All photos by Adolph Rice Studio, Richmond, Va.

**PAST PRESIDENTS** group was joined by Henry Eubank. Seated are (l. to r.): Walter R. Latapie, 1956-57, New Orleans; Norman J. Aaron, 1954-55, Birmingham, Ala.; Andrew C. Hutson Jr., 1952, Atlanta; Crawford Greene, 1955-56, Tampa, Fla. Standing are (l. to r.): Roy C. Taylor, 1957, New Orleans; Jesse B. Myers, 1958-59, Greenville, S.C.; Mr. Eubank, 1960-61, Richmond, Va. Missing are Raymond J. Fisher, 1953-54, Birmingham, Ala., and Fred W. McEwen, 1959-60, Jackson, Miss.





**Southeastern views on**

## **School Business Administration**

**Highlights from papers available to the press  
at the recent annual conference of the Southeastern  
Association of School Business Officials**

### **SCHOOL ACTIVITIES . . .**

#### **Utilize Fund Drives as Educational Experience**

Most administrators endorse charity drives for schools because they can be used to teach pupils their obligations to fellow men who are in dire circumstances resulting from long illness, fire loss, storm damage, or long periods of unemployment. This was the observation of Henry G. Caudle, custodian of public school funds, Jefferson County Board of Education, Birmingham, Ala. But, Mr. Caudle added, fund raising requests coming from within and without the school system must be considered carefully in terms of their contribution to educational goals.

Since schools are educational institutions whose purposes and obligations are to prepare children through proper instruction for successful participation in the business and/or professional activities of the community, extracurricular activities must not be permitted to encroach upon the instructional or study time of teachers and pupils, he explained.

A plan which has been successful in school systems is to group all major requests into one annual drive, for

simultaneous participation by all schools, Mr. Caudle said. The one drive is designed to cover all approved agencies, and funds raised are divided among participating agencies on a predetermined prorata basis.

Teachers endeavor to make this campaign an occasion for intensive study about the purposes and functions of the various agencies included. At times it is good practice to ask the student council to submit recommendations as to agencies that should be included in the united fund drive along with suggestions on the prorata shares of the fund each should receive, the Alabama educator said. In such instances the recommendations are submitted to the superintendent and his administrative staff for final action.

#### **Keep Expense Report for Each Field Trip**

"Field trips are recognized as being legally justifiable as well as educationally desirable," Guy S. Potts said in his talk on this subject. They should serve athletic teams and bands and orchestral groups in the same manner as educational field trips, but

should not be initiated for social clubs, he observed.

The assistant superintendent for business of the Chattanooga public schools, Chattanooga, Tenn., emphasized the importance of the thorough advance planning of each trip and the exercise of caution such as would be expected of a parent — the number of children going, types of activities engaged in during the trip, and acquaintance with the destination.

The board of education, superintendent, principal and members of the staff appear to have less immunity from suit for damages than formerly, and for this reason the details of covering accident insurance policies should be studied thoroughly, said Dr. Potts. Board of education policy should be spelled out as to the details of such trips and the responsibilities of the persons in charge.

Among other suggestions on planning a trip mentioned were these: First class transit companies should be used. Reservations for overnight lodging should be made well in advance through the school principal. Long distance phone calls or telegrams should be considered a legitimate expenditure. Sufficient funds should be allowed the sponsor to meet all foreseeable obligations, such



**SCHOOL ACTIVITY FUNDS** was one aspect of school business discussed by panelists at S.A.S.B.O. convention. The participants as shown here are (l. to r.): Lee Young, coordinator records and reports, Florida State Department of Education, Tallahassee; Henry G. Caudle, custodian of public school funds, Jefferson County Board of Education, Birmingham, Ala.; Paul A. Smith (panel leader), director of accounting, Norfolk, Va., public schools; Guy S. Potts, assistant superintendent, Chattanooga, Tenn., public schools.



**PURCHASING FOR WAREHOUSING** was discussed by these panelists (r. to l.): E. R. Buffington Jr. (panel leader), director of purchasing and supply, Norfolk, Va., public schools; Roy C. Taylor, director of purchases, contracts and supply, Greenville, S.C., county schools; J. W. Dempsey, purchasing agent, Atlanta public schools; Roy C. Lawrence, director of stores and transportation, public schools, Louisville, Ky.

as meals and lodging plus reasonable sums for emergencies. Advances should be in the form of travelers checks because of the safety factor in case of theft or accidental loss.

The sponsors should require receipts for all expenditures from school money and should require a com-

plete financial report. All reports should be audited promptly by the school treasurer. Finally, the trip should be rated as to whether, educationally speaking, the time and money was a good investment, so that the experience can serve in evaluating future projects of this type.

items should be stocked, but purchasing departments should advise periodically in view of the previous purchasing experience.

## WAREHOUSING . . .

### Price Only One Factor in Selecting Warehouse Stock

Central warehousing and distribution are a necessity for the smooth operation of the school system, especially a large one, said J. W. Dempsey, the purchasing agent for the Atlanta, Ga., board of education. Waste of space, obsolescence and duplication can be avoided, he said, by giving care to standardization of items stocked. One way of agreeing on a standard list of materials is to form a committee made up of teachers, supervisors, principals and others. The list should be made flexible enough to permit additions and subtractions with new product development. Where space permits, it is a good idea to have a permanent display of

many of the items, Mr. Dempsey said.

Because of breakage and spoilage factors, such items as chemicals, glassware and perishable materials should not be warehoused, he indicated. Storage of maintenance items is dependent not only on the price factor, but also on whether an emergency condition would arise in case of the failure of any component part of equipment that was not readily available; certain items of this type must be stocked regardless of other factors.

Mr. Dempsey spoke in favor of contract buying with spaced deliveries at various times of the year in carload or truckload lots. Maintenance departments should determine which

### Joint Purchasing Plan Saves Money, Richmond Discovers

Thomas C. Little, assistant superintendent of Richmond, Va., public schools, guided approximately 100 S.A.S.B.O. members through the new \$425,000 headquarters of the joint purchasing-storage project being operated by the City of Richmond and its school system. The plan was effected after a study in 1956 by a nationally known consulting firm.

Under this plan, according to Dr. Little, the school board and the City of Richmond have entered into a co-operative purchasing and storage operation, with each maintaining its own staff and each purchasing and storing items that are not common-use (identical) items. Basically, common-use items are purchased by the dominant user in cooperation and consultation with the other purchasing agency and warehoused in a bulk storage common-use section of the warehouse.

As examples, Dr. Little quoted the following: Common-use items such as

foods and lumber are purchased and stored by the school board, whereas plumbing and electrical equipment is purchased and stored in bulk by the City of Richmond. Common-use non-storable items, such as fuel, sand and gravel, are purchased against a joint contract bid cooperatively by the two organizations. For operating purposes each agency is allowed to maintain an operating stockroom containing its own supplies whether or not they are common-use items. Such supplies are purchased from the bulk storage area or directly if they are not common-use items. An inservice program of employees has been conducted to assure successful operation of the system. Both agencies retain full autonomy.

Dr. Little reported that the arrangement has proved a great potential for economies. An attitude of mutual understanding between the two organizations is basic to the successful operation of joint activities of this type, he emphasized.

#### **Adequate Checking Copies Help Control Deliveries**

Roy C. Taylor, director of purchasing, contracts and supply for the School District of Greenville County,

South Carolina, said supply handling has three major aspects: receiving, storing and redistributing. Regarding receiving, he advised:

A copy of each purchase order should be sent to the department that will receive the supplies. This will permit the receiver to verify unit cost, quantities and condition of goods, and enable him to notify the accounting department that merchandise has been received in good order or that shortages or damages have been discovered. A copy of the purchasing instrument should go to the schools on items delivered directly to the schools.

With reference to storing supplies, Mr. Taylor emphasized the need for adequate shelving, bins and store-rooms, proper labeling of the various items, and an inventory control system. Health and fire department ordinances need to be kept in mind, such as regulations regarding supplies that must be stored in metal containers with lids that close tightly.

Making out of annual schedules for delivery of supplies from the central warehouse to the schools is an important aspect of distribution, Mr. Taylor said. In his 97 school district two routes have been set up. A two-week lapse of time usually is allowed

between a requisition receipt and the delivery of supplies to the individual school.

At the opening of each school year a warehouse catalog is prepared in which items are listed by stock numbers along with prices. Requisitions are made from this catalog by the principal within his budget provisions. In case a certain requisition is not allowed, the principal is notified and given reasons for the cancellation, Mr. Taylor reported.

#### **Constant Vigilance Needed in Controlling Inventory Stock**

Inventory items used by a single department or a single person (termed nonrecurring items) present no problem as far as inventory control is concerned. The real problem makers are those items that are used constantly by several departments or persons. These are called recurring items, and it's important that the right amounts be kept in stock at the right time, according to Roy Lee Lawrence, director of the division of stores and transportation for the Louisville, Ky., public schools.

Factors to consider in learning how to control stock levels, said Mr. Lawrence, are these: (1) the rate of use; (2) packaging or a standard pack-

**CAN VANDALISM BE CONTROLLED** queried these panelists (l. to r.): Walter Kowall, assistant supervisor of custodial services, Dade County, Florida, Board of Public Instruction; Andrew C. Hufson Jr., business manager, Knoxville, Tenn., schools; Edward F. Hurst (panel leader), associate superintendent, Dade County schools; Kermit V. Rooke, domestic relations court, Richmond, Va.; Clarence Spain, principal, Binford Junior High School, Richmond.



age; (3) transportation costs; (4) time required for delivery; (5) availability of storage space.

The "business of establishing minimum and maximum inventory control is much simpler with one person having major responsibility for developing specifications, issuance of purchase requisitions, and selection of all instructional materials of the warehouse," said Mr. Lawrence. He believes that while there are many good systems for maintaining proper inventory stock control, *any* method used will require constant vigilance by a competent person or a good machine.

"The minimum and maximum levels of inventory control," according to Mr. Lawrence, "should be based on accurate information obtained from the various schools and departments. One plan of estimating the total amount of school supplies needed is to send an estimate blank to each principal and head of each department a few weeks before school is out. If the amount of instructional supplies is standardized on a pupil-unit basis, such as is used in many school systems, the only information that will need to be reported is the number of pupils in each grade and department," said Mr. Lawrence.



**STATE AND FEDERAL FUNDS** were considered by these panelists (l. to r. in upper photo): M. C. Hall, assistant superintendent, Ouachita Parish Schools, Monroe, La.; Frank Francis, assistant superintendent, Monroe, La., city schools; Kenneth Tidwell, Tennessee State Department of Education . . .

**CUSTODIAL PROBLEMS** concerned panelists Roy E. Hewey (left in lower photo), business manager, Spartanburg, S.C., city schools, and Nathan M. Patterson, supervisor, Muscogee County School District, Columbus, Ga.

**WHAT, WHEN AND WHERE TO BUY** were the questions asked by this panel. The participants, as shown from left to right, were: Alfred F. Fisher, business manager, Roanoke, Va., public schools; Katie Looney, assistant business manager, Birmingham, Ala., public schools; Raymond R. Burch, purchasing agent, Fulton County Schools, Atlanta, and Marvin Ward (panel leader), assistant superintendent, Winston-Salem city schools, Winston Salem, N.C.



## PURCHASING . . .

### Purchasing Records Are Many and Variable

The primary purpose of purchasing is to provide the proper tools and environment for the instruction of boys and girls, declared Alfred F. Fisher, business manager and clerk of the Roanoke, Va., city school board. To purchase the most efficient tools and effective learning environment is a task of the purchasing officer, but at the same time he must safeguard public funds with good judgment.

Purchasing records are "any and all records," according to Mr. Fisher, that have any bearing on the educational welfare of school children. Attention must be given to establishing authority for purchasing and meeting legal requirements and limitations as determined by state laws, city charters, ordinances, legislative acts, municipal department rulings, and school board regulations, he emphasized.

More specifically, purchasing records include the following, Mr. Fisher said: standard lists of items to be

used, kept flexible enough to allow for changes due to new vendor offerings; requisitions that are based upon need and which predetermined experience has indicated to be good and useful; summaries of all requisitions in each category of materials, indicative of total quantities needed; specifications devised to eliminate or correct defects and incorporate improvements, and bid documents, bids and bid tabulations.

Still other records listed were: purchase orders with sufficient duplicate copies to take care of all persons involved; inventory records showing existing inventory, issues, date of purchase, vendor, quantity purchased, price and balanced inventory; evaluation records indicating service of vendor, quality of material, and any other pertinent data.

### Locating Best Supply Sources Is Major Purchasing Function

The school department procurement officer, unlike the private buyer,

must operate in accordance with laws and regulations of boards of education, Raymond R. Burch reminded members. The purchasing agent for Fulton County Schools, Atlanta, said these regulations have as their main objective the encouragement of competitive bidding; consequently a broad list of potential suppliers of various classes of materials and services is paramount.

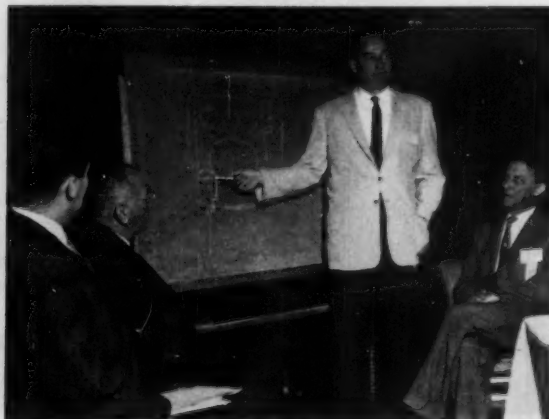
The following questions should be asked by schools before suppliers are placed on the approved list, Mr. Burch stated: Are the products and services offered of the right kind and quality? Is the supplier able to produce the product or furnish the services when and where needed? Is the supplier in a position to furnish adequate insurance and financial responsibility? Most important is the seller's pride and confidence in his product or service and his interest and eagerness to give best service possible.

Mr. Burch stressed that the vendor in turn has the right to expect the following of the school system: (1) delivery requirements are honest and reliable; (2) bidding programs are so conducted as to make the transac-

**AUTOMATION IN SCHOOL RECORDS** was described by these panelists (l. to r.): Robert E. Davis, director of accounting, Memphis, Tenn., city schools; William J. English, director of accounting, Broward County Board of Instruction, Fort Lauderdale, Fla.; William Cain, International Business Machines Corp., New York City, and William J. Minton (panel leader), finance assistant, Broward County Board of Instruction.



**PREVENTIVE MAINTENANCE** was depicted by these panel participants (l. to r.): Nathan M. Patterson, supervisor of special services, Muscogee county schools, Columbus, Ga.; W. P. Sullivan, director of buildings and grounds, Norfolk, Va., public schools; W. Alex Williams, superintendent-buildings and grounds, Durham county schools, Durham, N.C.; J. A. Kennedy (panel leader), director, buildings and grounds, Richmond schools.



tions as convenient and profitable for the vendor as possible; (3) clear-cut description of materials are furnished; (4) instructions for shipments and billing are explicit, and (5) prompt attention is given to inspection of goods and to the prompt payment of invoices.

#### **Regular Buying Schedules Expedite Purchasing Procedure**

"It is as important for the purchasing agent to establish his board of education as a desirable customer as it is for the vendor to establish himself as a desirable source of supply." This is the opinion of Katie B. Looney, assistant business manager, Birmingham, Ala., Board of Education.

It is a good policy to have all requirements for purchases typed on lists so they can be shown to the salesmen and discussed if necessary. For articles such as coal, toilet paper, wax and certain instructional supplies "requirement contracts" can be made, which contracts are drawn against as goods are needed.

In the case of large school systems, Mrs. Looney advised, the purchasing

department should set up and issue a daily buying schedule for the benefit of salesmen. Thus, printing and stationery might be among the items bought on Monday, and lunchroom supplies and equipment on Friday. Such a schedule informs maintenance department heads as to when their requisitions should be received, and it encourages departments to anticipate their needs. In Birmingham, for instance, requisitions are expected to reach the business department three days before the purchasing day for a particular classification.

In somewhat smaller schools Mrs. Looney suggested one day a week be set aside for local salesmen.

In scheduling purchases, Mrs. Looney

explained, it is important to place the order at the right time of the year. In Birmingham, coal contracts, for example, are made about April 1, with deliveries scheduled for a certain number of cars per week for the entire heating season. Janitor supplies are scheduled for about July 1, for delivery August 10 to 15. Equipment such as chairs and desks are ordered by June 15 for delivery before school opens.

Purchasing agents' delivery requirements should be as honest and reliable as the vendor's promise of delivery, Mrs. Looney stated, and pressure for extraordinary delivery should be avoided unless the needs thoroughly justify this.

## **VANDALISM . . .**

### **Florida Security System Cuts Down Vandalism Loss**

School vandalism cannot be stopped, but it can be retarded appreciably. In Dade County, Florida, this has been demonstrated to the local school administration's satisfaction, according to Walter Kowall, assistant super-

visor of custodial services for the Dade County School Board of Public Instruction, Miami.

Mr. Kowall outlined in detail the work of the district's security system, initiated in 1957. Close liaison is maintained with the enforcement agencies and juvenile authorities of  
(Continued on Page 96)

### **SCHOOL LUNCH — BIG BUSINESS IN EDUCATION**

was big business for these panelists (r. to l.) Celeste W. Reynolds, school lunch area supervisor, Virginia Department of Education; Barbara Crane (panel leader), assistant director of cafeterias, Richmond, Va., public schools; William F. Griffeth, administration officer, food distribution division, U.S.D.A., Atlanta; James A. Carroll Jr., Quartermaster School, U.S. Army, Fort Lee, Va.



### **THE SCHOOL OF TOMORROW** was visualized by

these panelists: Charles E. Wilkerson, partner, Walford and Wright, architects, Richmond, Va.; George W. Holmes III, associate professor of education, school of education, University of Virginia, Charlottesville; Alfred F. Fisher (panel leader), business manager and clerk of the board, Roanoke, Va., schools; Charles W. Hart, assistant superintendent, Louisville, Ky., Board of Education.



# How To Get Results From School Lunch Workshops

**ISABELLE EATON**

Field Consultant, School Lunch Division  
Illinois Department of Public Instruction

**E**FFICIENT lunchroom operation, wise selection of food service equipment, and well prepared, well balanced meals will repay handsomely the cost of workshops for school lunch personnel. Proof can be found in Illinois where school districts have demonstrated that workshops (summer and otherwise) are not peculiar to "teaching" alone.

Our experience in Illinois also has proved, however, that school lunch employees must be prepared for their participation in a workshop — if the district is to profit. The primary responsibility for this preparation falls on the administrator. He must provide his lunch personnel with a guide for the type of meals he expects to be prepared and served in the schools. Employees are better subjects for workshop instruction if the administrator has given them some idea of the purpose of the lunch program — other than to fill the stomachs of the children who come to school without breakfast.

Here is a "case history" account of not only how workshops for lunch personnel have evolved in Illinois, but what they have accomplished and how their potential can be assessed and applied to other districts and states.

## First Workshop Humble

Illinois' first workshop was held in Tuscola for the lunchroom personnel of Douglas County in 1948. It consisted of a two-hour afternoon meeting at the courthouse; only the state field supervisor provided the information and materials from the only source available at the time — the federal government.

Each year after 1948 a few lecture-type workshops were held in certain areas of the state. Food demonstrations were given by qualified people, but attendance was low except in areas where special encouragement was given by field supervisors and the county superintendents of schools.

When the state enacted legislation that called for a reorganization of school districts, school lunch became big business almost overnight. By 1954, lunchroom managers showed a genuine interest in

the workshops, and workshop attendance jumped to unprecedented heights.

We in the state office had offers of help from everybody everywhere. The demand for advice in setting up school lunchrooms and the demand for information on regulations and procedures was too heavy to be fulfilled with individual consultations.

The school lunch division of the office of the state superintendent of public instruction set up a series of 30 to 60 meetings to be conducted each fall. These meetings covered the state from north to south and from east to west, making it possible and convenient for all food service employees to attend if they were interested.

Federal representatives and experts in foods, nutrition, sanitation, equipment and floor planning participated in the programs, giving authoritative information. Salesmen and exhibitors from commercial food and equipment firms played a major role in these workshops.

## Dramatic Improvement Seen

Judging from the improvement found in those lunchrooms where personnel attended the meetings, we believe that the large group workshops have been invaluable. In these lunchrooms, we now find better balanced meals, better menu planning, good record keeping procedures, more labor saving equipment, and a professional attitude among employees.

The employees have an "open mind," and are willing to experiment with new foods by using new methods. They show more confidence in their position. No longer do they feel that they are "just cooks."

Without the large group workshops, it would have taken years for a small field staff to contact a large number of people in the individual schools. The publicity given to the workshops created an active interest in the lunch program in many communities. In fact, it helped to develop the program in areas where there was determined resistance to it.

Many administrators have been encouraged to attend the workshops and to see that transportation is furnished for

food service personnel. In the future it is hoped that administrators themselves will attend the workshops, motivated by a desire to learn the effects of good nutrition on the mind and body and to learn how to handle that important lunch dollar more economically.

Now that a desire for learning about school lunch has been developed among most food service employees, the true workshops, where *handiwork* actually will be carried on in the food field, will be started this year. The workshops will be provided for small groups under two plans.

One plan is offered to personnel who have managed lunchrooms for years, have attended many meetings, and now feel that they have exhausted this medium for learning. For these employees, there will be four small group meetings sponsored by three universities and a college this summer, with some "doing" and much discussion.

These will be laboratory-type workshops based on these concepts: (1) We learn better and faster and hold this learning longer if we are involved in the learning process, and (2) training is the process of getting people sufficiently interested in their work in order to help them to help themselves acquire skills, knowledge and relationships enabling them to do their jobs well.

The training will be practical; it will be under the supervision of qualified, experienced people in the fields of food and equipment, safety, sanitation, food waste, labor skills, and personnel problems. Positive attitudes regarding the importance of food toward health and fundamentals and goals of the school lunch program will be stressed.

The second plan is to continue the small area workshops throughout the state. The approach needs to be varied in different sections of the state because of concentrated nationalities and divergent economic levels.

Lunch personnel who have close family ties in a small school or town often react more favorably to small group rather than large group programs. Some

(Continued on Page 86)



## Libbey Restraware cuts replacement costs at Conestoga Valley High School

Conestoga Valley High School, Lancaster County, Pa., has used Libbey Restraware exclusively for the last three years. Supervising principal Mr. J. Elias Fritz reports complete satisfaction with the service this school has received from Restraware. And the reduced dinnerware replacement cost has helped keep operating costs at a minimum.

You, too, can get the same fine results with Libbey Restraware. Its resistance to breakage can reduce replacement costs up to 75%. It gives you attractive place settings with decorator pastels of Blue, Coral, Tan, Yellow and Mint Green. And with Restraware's lighter weight you get easier, faster handling. Most important, Restraware washes

easily by hand or machine and accommodates standard portions perfectly.

Increase your cafeteria operation efficiency and be able to cut costs as well. Use Libbey Restraware! For complete information see your Libbey Supply Dealer now or write to Libbey Plastics Inc., subsidiary of Owens-Illinois, Toledo 1, Ohio.

LIBBEY PLASTIC DINNERWARE  
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GENERAL OFFICES • TOLEDO 1, OHIO

## N.S.B.A. Convention

(Continued From Page 71)

sist by all lawful means enactment of the laws which would compel them to surrender any part of their responsibility."

**Director's Resignation.** Serving in the capacity of acting executive director of the association since January 10 has been Harold V. Webb. Dr. Webb succeeded Wilburn A. Shannon, former director, following the acceptance of Mr. Shannon's resignation by the N.S.B.A. executive committee. (See April TNS, page 110.)

Prior to the meeting of the delegate assembly the resignation had been reviewed by the full board of directors except for one absent member. The board (which is comprised of the officers of the association, the immediate past president, and all 15 regional directors) instructed Roy O. Frantz, president, to read a statement at the opening session of the delegate assembly.

This communication announced that the board of directors was unanimous in its opinion that the grounds for asking for Mr. Shannon's resignation had been valid. It recommended, however, that in the future matters of such importance be decided only at a duly called board of directors meeting, rather than by the executive committee (the officers of the association, the immediate past president, and two regional directors). The statement also reported that a study would be made of the organization's personnel policies in order to set up procedures for future guidance. Opportunities were given members of the delegate assembly to inquire about this matter, but no questions were asked.

**Action Organization.** Setting the stage for debate on the future course of action by the association were two resolutions. One provided for changing the traditional role of N.S.B.A. of "furnishing services and information to the state and territorial associations" to that of an "action" body. The second resolution sought to accomplish similar goals by strengthening the informational services. Behind the discussions was the expressed fear of "danger that the voice of school board members will go unheard without the support of a strong national organization to express the collective will of its members."

At the second business meetings delegates adopted a policy statement authorizing the board of directors "to seek actively support and implementation, through national legislation, of policies adopted by the delegate assembly of the association." They also voted favorably on the "action" resolution after amending it to incorporate sections of the other resolution calling for an expanded informational service.

States rights were recognized by a portion of the policy statement which held "that it is the right and duty of each individual state to express to its representatives in Congress its own position on any educational problem, regardless of what may be the position of N.S.B.A."

**Integration Problems.** Tending to "steal the show" away from conflicts on federal aid and organizational problems was the matter of the eligibility of a board member to reelection from the Southern region of the association.

Carl B. Munck, California attorney and past N.S.B.A. president, brought the matter to the floor as chairman of the nominating committee. His committee, he reported, had found ineligible for reelection Matthew R. Sutherland, former president of the Orleans (New Orleans), La., School Board and former president of the Louisiana School Board Association. During discussion delegates were told the Orleans School Board had been deprived of its membership in the Louisiana School Boards Association, and, thus, technically any member of the Orleans Parish board could not serve as an officer of N.S.B.A.

Sympathetic to Mr. Sutherland's predicament, but unwilling to violate their own constitution and bylaws, delegates sought long and hard to find a way to meet the situation. In the final analysis the position of the one director from the Southeastern region was declared vacant. Thereupon the delegate assembly recommended to the incoming president that he appoint for a one-year term the incumbent, Matthew R. Sutherland. (Subsequently, this appointment was made.) Between now and the next convention the constitution and bylaws are to be studied to clarify the issues, such as Director Sutherland's eligibility.

**Contest for Presidency.** Contrary to the traditional procedure of automatically moving up the first vice president to the presidency, the nominating committee this year presented for the latter office John A. Stewart, executive life insurance field underwriter from Bedford, Ohio. Theodore C. Sargent, first vice president, however, was promptly nominated from the floor. In subsequent balloting Mr. Sargent received 54 votes, Mr. Stewart, 42 votes.

Mr. Sargent is an executive for a national electric product company and a past president of the Massachusetts School Boards Association. He has served the school board at Swampscott, Mass., for 12 years, and has been a director of N.S.B.A. for six years.

Cyrus M. Higley, second vice president, was advanced to the first vice presidency. He is president of the Norwich, N.Y., school board, has been a director of N.S.B.A. since 1954, and served previously as treasurer of the

association. By profession he is a banker.

The new second vice president is Helen Radke, Port Angeles, Wash. A former N.S.B.A. director (1956-59), Mrs. Radke is the second woman in the history of the organization to serve as a vice president. Mrs. H. M. Mulberry of Chicago served as second vice president in 1954 and as first vice president in 1955 and 1956. Mrs. I. E. Porter of California served as the first president of N.S.B.A. and was one of its founders.

Reelected treasurer of the association was Edna Paul, vice president of the St. Paul school board.

The following regional directors were reelected to another term: Central Region, Joseph Ackerman of Illinois; Western Region, S. Y. Jackson of New Mexico; Pacific Region, George Morse of Arizona, who defeated the nominating committee's Katsumi Kometani of Hawaii. The new Northeast Region director is Maurice I. Hill of Vermont.

**President's Evaluation.** In a post convention interview with a representative of *The Nation's Schools*, the retiring president, Roy O. Frantz, described the 1961 annual convention as "far the strongest national convention in our history." He emphasized that all meetings were characterized by a deep sincerity of purpose and a "willingness on the part of board members to assume their legal responsibility for the operation of the public schools in a collective way." He pointed to the "spirit of oneness" which had been apparent in the meetings of the executive committee, the board of directors, and the delegate assembly.

President Frantz said that the day-to-day activities at Philadelphia were an indication of the willingness of board members to address themselves to their responsibility of helping to upgrade the school systems of the country and to provide needed personnel and tools for this purpose.

Regarding the association's resolve to become an action organization, Mr. Frantz declared that necessary machinery had now been set up so the body will be able to come face to face with the problems of schools, and to speak for the 40,000 school boards of the nation and their 36 million public school children.

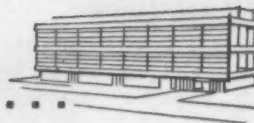
Asked about the resignation of the former executive director, Wilburn A. Shannon, President Frantz said this: The board of directors received a full and detailed report of the executive committee meeting at Tampa, Fla., last January. The 19 attending members of the 20 member board of directors, he stated, had accepted and approved the action of the executive committee unanimously. Obviously, he observed, there was honest difference of opinion as to the meth-

(Continued on Page 108)

for any door . . .



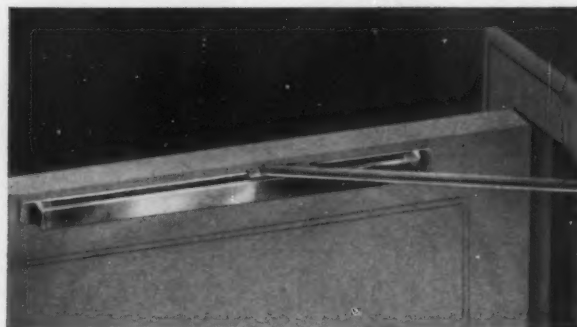
for any school building . . .



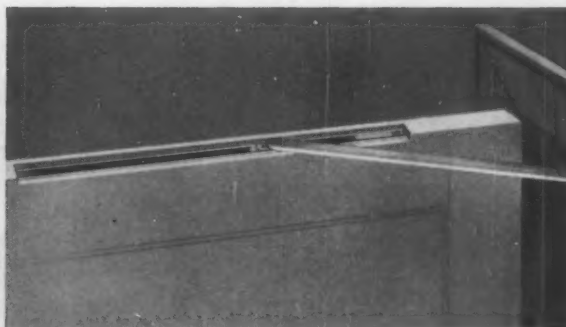
for any budget . . .



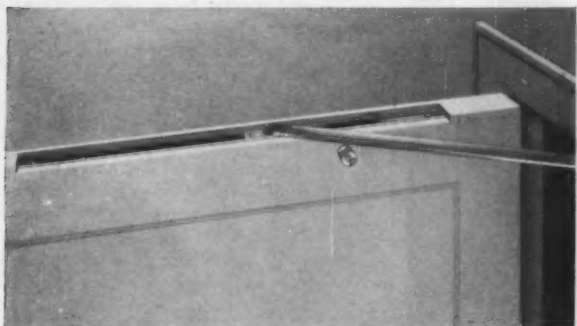
# russwin door holders



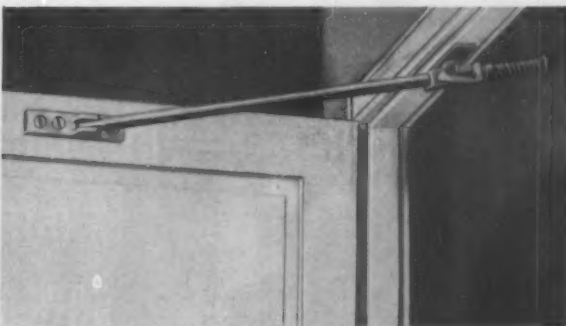
**RUSSWIN 1750 DOOR HOLDER** — The ultimate in door holders! Exclusive latch design is virtually wear-free. Extra heavy construction: extruded brass; forged brass end-brackets. Meets Fed. Spec. 1161.



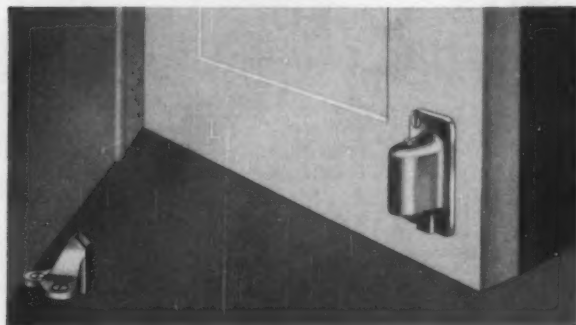
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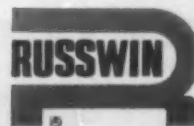


**RUSSWIN "ROLL-R-HOLD" 520 SERIES DOOR HOLDER** — Reversible surface type. Dual holding latch holds doors open to 110° (max.). Adjustable holding force. Steel construction with cast gun metal bronze slide and brackets.



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## School Lunch

(Continued From Page 82)

prefer leaders whom they know personally, whom they view with confidence, and who hold the same job as they do; others prefer a specialist.

For these small area workshops (they're called clinics in Illinois) it may be necessary to cover only one or two aspects of the lunch program in one year and other aspects over a cycle of years. This year, the workshops probably will be devoted to menu planning, meal evaluation and actual meal preparation.

In both plans, group participation will

be encouraged through the laboratory technic. Group discussion and visual-aids will be an essential part of the plans. The visual-aids will be used in the large area workshops, along with lecturers and demonstrations. Laboratory work will be held in the colleges and small clinic workshops of some areas in the state.

Since Illinois covers much territory and the field staff for school lunch is small in number, only a limited quantity of workshops can be conducted. However, the operation of these two plans will be a challenge to us and to the lunchroom personnel.

Last year, the school lunch division

contacted more than 6000 persons through workshops and visitations. We have found that all employees are eager to hear new ideas and to receive practical help. With this encouraging response, we hope to extend our workshop programs to more and more food service employees in the year to come. ■

**SCHOOL LUNCH HANDBOOK FOR LUNCH PROGRAMS.** Prepared by School Lunch Division, Office of the Superintendent of Public Instruction, State of Illinois. Circular Series A, No. 136. (Springfield, Ill.)

Prepared by the school lunch division, this new addition rates "excellent" among the many school lunch handbooks compiled by states and cities. The material was selected and prepared by the staff of the division on the basis of needs for lunchroom assistance, as evidenced by administrative reviews, visits to schools, and calls for special assistance.

The format is attractive, and different colors are used in illustrating the different chapters. Line drawings, informative and frequently amusing, are used in the margins. In the section on equipment and its care, line drawings illustrate the descriptions of parts and methods of operation.

Planned for use by schools participating in the national lunch program, Section 1 deals with rules, regulations, report forms, and responsibilities of that program.

Section 2 gives concise information on purchasing, work schedules, and menu planning to meet nutritional needs.

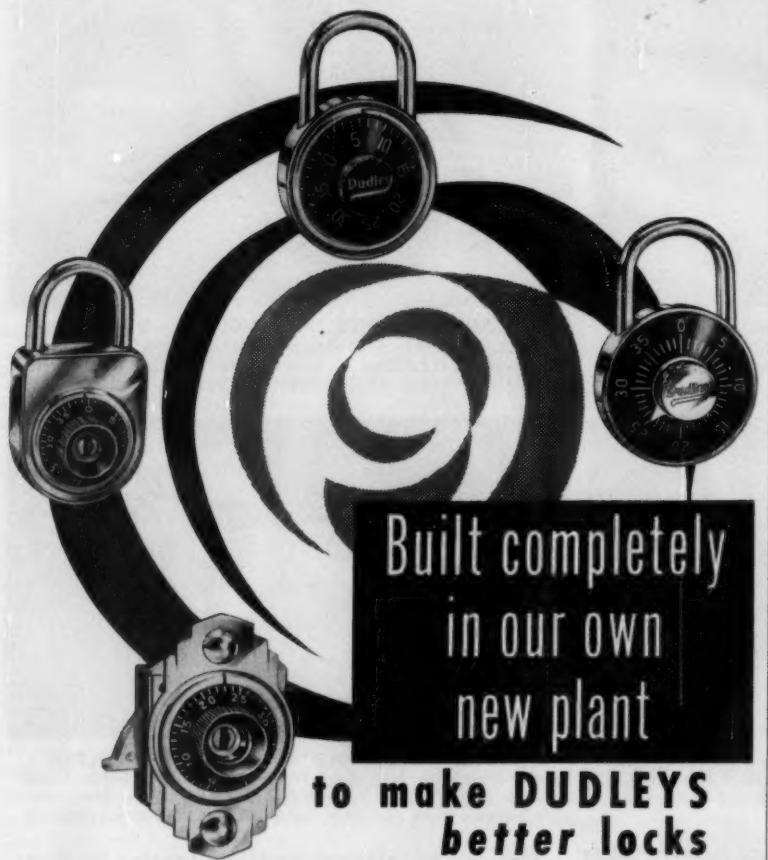
Section 3 includes suggestions on preparing and serving foods.

Other sections deal with sanitation and safety equipment, use of student workers, and include a selected bibliography. Important points are highlighted in a question-and-answer summary at the end of the handbook.

The foreword, written by George T. Wilkins, Illinois superintendent of public instruction, is a statement of interest in the school lunch program and confidence in its importance.

The preface, written by John C. De-Laurenti, director of the school lunch division, explains the goals of the program and the purpose of the handbook. It says that the expansion of school food services has created a need for information and material that can be used in planning and maintaining an effective lunch program.

The handbook is intended to assist administrators and all school lunch personnel in the important aspects of the purpose, educational functions, and operating procedures of school lunch programs. — MARY DEGARMO BRYAN



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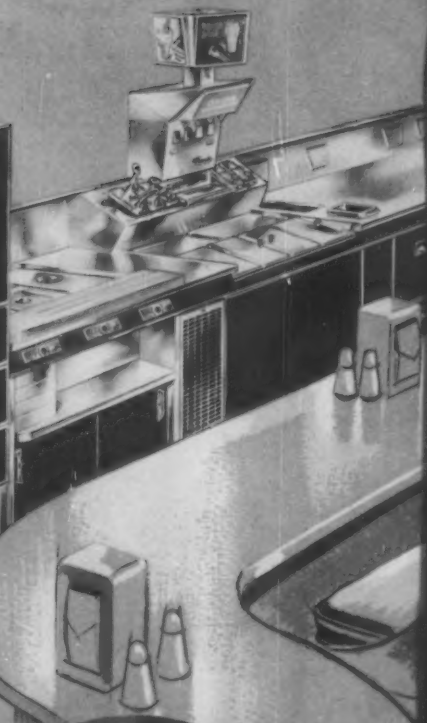
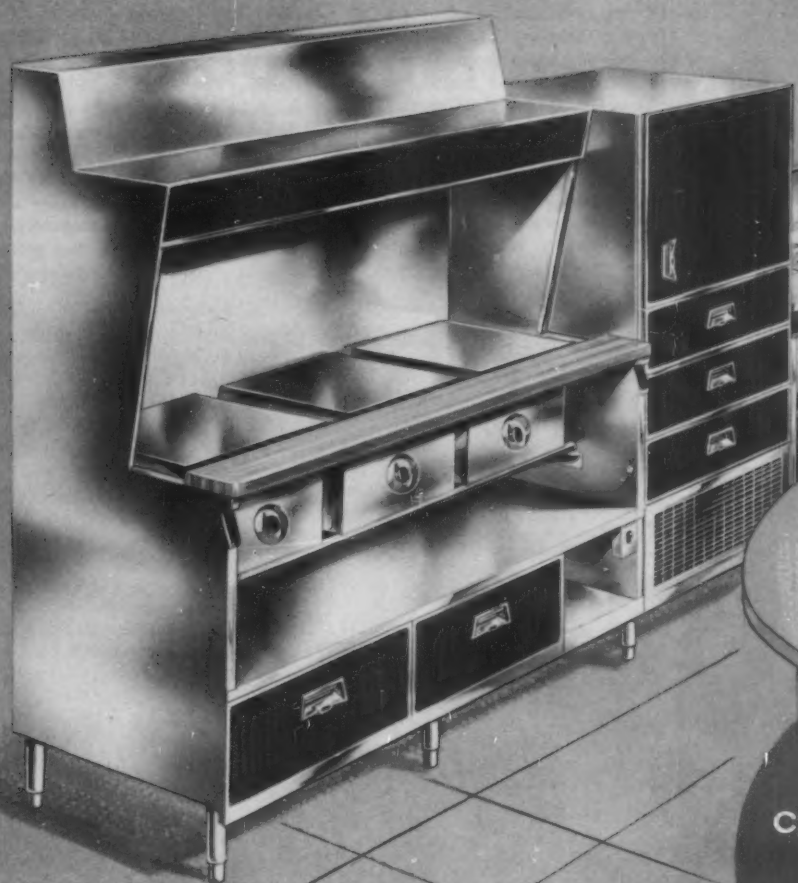
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## School Law

(Continued From Page 57)

ings by the Child Evangelism Fellowship, which taught the Divinity of Christ, had been continued for a long period of time, and that it could not be considered a temporary arrangement. Consequently, it enjoined this aspect of the program.

2. *Prayers and Grace.* It appears that in most, if not all, schools, The Lord's Prayer or some other prayer was used during the devotional period. With this practice the court found no fault because children could be excused from the devotional period with the permis-

sion of their parents. With respect to grace, however, the court found there was no testimony to the effect that grace was said. Consequently, there was no need for an injunction.

3. *Hymn Singing.* The court found evidence that some songs were sung which could be termed religious in nature, especially during the Christmas and Easter holidays. Specifically, it mentioned such songs as White Christmas, Jingle Bells, Silent Night, and O, Come All Ye Faithful. Again the court refused to enjoin this practice, in light of the fact that students were not requested, nor were they compelled, to attend the exercises where such songs were sung.

4. *Observance of Religious Holidays.* As to religious holidays, the court noted that there was testimony to the effect that the schools sponsored programs, plays and pageants depicting the birth of Christ during Christmas, and portraying the Crucifixion of Christ during Easter. The court considered these as religious teachings, and, as a result, enjoined them. It also found evidence that moving pictures, which were somewhat religious in nature, i.e. they depicted various religious events, were shown to the pupils, and, consequently, it enjoined this practice on the ground that it also constituted religious teachings.

5. *Religious Symbols.* There was testimony to the effect that the Nativity Scene, made by children in art classes, was displayed on occasion, that the Cross and the Star of Bethlehem were displayed on the outer cover of a school Christmas program, and that the Star of David also was displayed. The court refused to enjoin these practices on the ground that they were not such as to violate any constitutional rights of the plaintiffs.

6. *Baccalaureate Program.* There was also evidence of the fact that baccalaureate programs were held on school property and outside of school property, at which programs a minister, priest or rabbi was present to address the pupils. These programs, it should be noted, were held after school hours, and pupil attendance was optional. The court stated it could not "assume that at these programs religious teachings are resorted to by the rabbi, minister or priest." Consequently, it refused to issue an injunction prohibiting them, but it did say that if there had been testimony that the programs were used to further religious teachings it would have enjoined them.

7. *Religious Census.* The court stated there was no testimony relative to any religious census being taken of the pupils by the school board in any of the schools. From one or two witnesses, however, it did learn that teachers had, on occasion, asked pupils to state their religious preferences for their own personal knowledge. Because these questions were not approved by the school board and because they were of an isolated nature, it again refused to enjoin the practice. It would appear, however, that had they been sponsored by the board, and had they been general in nature, the court might have enjoined them.

8. *Religious Tests for Teachers.* Again the court found there was no evidence that any religious test was required for teachers or other employees. The only evidence to this effect was that there

(Continued on Page 90)

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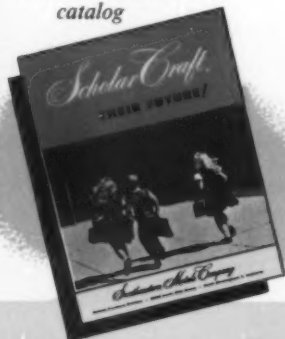
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61-107-R2

## School Law

(Continued From Page 88)

was a question in the teacher application blank which asked, "Do you believe in God?" In commenting on this, the court noted that it could not see how such a question could possibly be violative of any constitutional right of the plaintiffs. If it was to be considered, the question would have to be raised by a teacher. Because no teacher had raised the question, the court refused to enjoin this practice also.

**Summary.** Again it should be noted that this decision is far from decisive in that it was rendered by a lower court and will in all probability be appealed. It does, however, add further information to what we know concerning the wall of separation between church and state. In effect, it gave approval to a statute requiring Bible reading without sectarian comment, where administered under a rule that permits the children to be excused at the request of their parents. It also approved the saying of The Lord's Prayer and singing of hymns where, again, children were excused from attendance upon the request of their parents. It also approved the use of religious and sectarian symbols in public schools and the conduct of baccalaureate exercises where, again, attendance was optional and where there was no attempt to provide religious teaching.

On the other hand, the court disapproved of religious programs and pageants at school assemblies where the emphasis appeared to be upon religious teachings. It also indicated that it would disapprove a baccalaureate program if the emphasis was upon religious or sectarian teaching. Likewise, the court indicated that it would disapprove a religious census of pupils if such was sponsored by the board and was general in nature. It left unanswered the question of whether a board's inquiry regarding the teacher's belief in God should be enjoined on the ground it was violative of the teacher's constitutional rights, simply because the parties were not competent to raise it.

In conclusion, it should be noted that no mention was made of the recent *Schemp*<sup>3</sup> case, the only case involving Bible reading which has been decided by a federal court. Because of the recency of this case, this is somewhat surprising. Nevertheless, the facts of that case were entirely different than were the facts here. In that case the statute made no provision for the excuse of children at the request of their parents, and neither did the board enact such a rule. It is for that reason, possibly, that the court did not cite it. ■

<sup>3</sup>*Schemp v. School District of Abington Township*, 177 F. Supp. 398 (1959).

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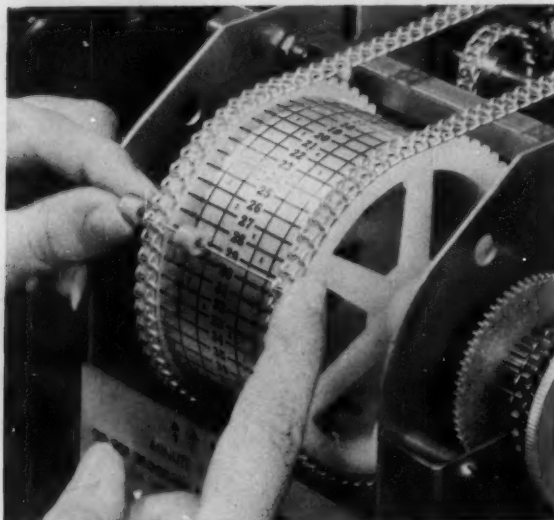
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### Administration Center

(Continued From Page 61)

The joists were fireproofed by a suspended metal lath and plaster ceiling to which the acoustical tile was applied. This combination of bearing walls and poured and precast construction proved to be economical. It also kept the office level free of unsightly columns. Windows in the areaways along the exterior walls, combined with the skydomes in the interior court, provide ample natural light for the storeroom.

Materials used on the interior include terrazzo, glazed tile, acoustical tile, and rubber and asphalt floor tiling. Prefinished oak paneling, applied in sheets, was used extensively throughout the building.

The portion of the building occupied by the administration center only embraces 20,161 square feet. Since bids were not separated, the cost of the center cannot be calculated separately from the school. Total construction cost (exclusive of land, landscaping, fees and furniture) was \$738,413, or \$15.01 a square foot.

Plan is recommended. For other districts, too, Supt. Pease believes a common headquarters that assures efficient and adequate working conditions is bound to be a good investment. He believes the administration center should be as attractive as the budget will permit.

And what do the "owners" think of paying for such a well furnished, nonclassroom building? Mr. Pease reports that with negligible exceptions the taxpayers of La Grange, La Grange Park, and Congress Park have "expressed delight that the building reflects the general tone of the instructional program and learning environment the administration has aimed to create for the entire district." And, he says, local visitors to the building exhibit all the earmarks of the pride of ownership. ■

**One Before Schoolltime.** Thirty-seven children having anxieties about attending school have been treated with tranquilizing drugs at a child study clinic of the Houston State Psychiatric Institute. Parents were advised to take them back to school immediately; children were told the medicine would prevent their feeling bad when they went to school. Follow-up studies of 30 of the children revealed that 76 per cent had made good or excellent adjustments.

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City \_\_\_\_\_ Zone \_\_\_\_\_ State \_\_\_\_\_

## Niskayuna's House Plan

(Continued From Page 69)

provided for individual groups to join together for enrichment, for special help, or for out-of-class preparation.

School people have seen in this new junior high school house program, including the new kind of sixth grade (our district has a K-5-3-4 organization), answers to two pressing needs: higher quality of education and adequate school housing for a rapidly growing school population. For parents it has held the promise

of enriched educational offerings for their children. Pupils have been pleased with their early promotion to the junior high school. Taxpayers have seen the plan as a means of reducing immediate school housing needs by more efficient building utilization.

Even now, the "forgotten" fifth and eighth graders are taking over responsibilities in activities formerly reserved for the sixth and ninth graders. The effect of bringing elementary and secondary school teachers and elementary and secondary school programs together in the junior high

school seems to be making itself felt, says Arthur Putman, principal of Van Antwerp Junior High School.

The children have made a wonderful adjustment to this new way of school life. They like the amount of individual responsibility given to them. The belonging to a house and the close association with the same group of children and teachers are especially attractive features for them.

Our teachers have reacted favorably. The first year is always the most difficult; now that most of the operating procedures have been smoothed out, the teachers are more than satisfied. They are particularly happy in being able to exploit their teaching strength. They enjoy working together with other teachers in the small team groups.

The entire program is based on good educational practices that have been put into use in many places, but rarely combined as we employ them. The junior high school plan for Grades 6, 7 and 8 is here to stay in Niskayuna. ■

### Simulated School To Be Studied on 20 Campuses

COLUMBUS, OHIO. — This summer about 400 persons in various sections of the United States will serve as principal of the same school. This school will not be located in any school district but rather in the classrooms of about 20 universities. It will be the "simulated" Whitman School. The experiences students gain from this project will represent a new approach to the training of school administrators which presently is being developed and tested by the University Council for Education Administration, according to Jack Culbertson, executive director.

In preparation for the Whitman principalship, students will first become acquainted with the school by studying a legal code, a school survey, the credentials of teachers, a board policy statement, a school handbook, a sociological study of teacher relationships, and other printed material. In addition, they will see motion pictures, view filmstrips, and listen to tape recordings about Whitman.

After the students are thus oriented to the simulated school, they will make decisions about problems that they find described in letters, notes and memorandums in the inbaskets on their desks. Additional problems will be presented to them through tape recordings and motion pictures. A variety of opportunities will be provided to enable students to examine and evaluate their performance.



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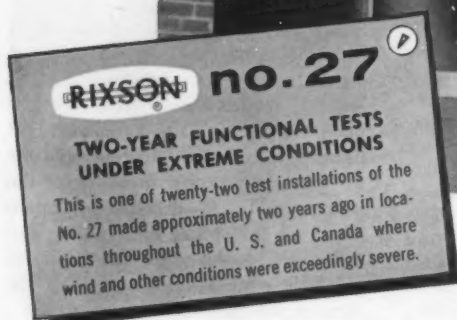
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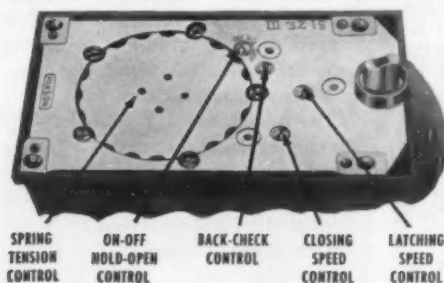


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When the No. 27 was installed, the back-check was adjusted to match the force of these winds as well as the youthful exuberance of students. The two independent closing and latching speed adjustments were set to safely control the door's closing action. When desired, the door is held open by an automatic hold-open, releasable by a firm pull.

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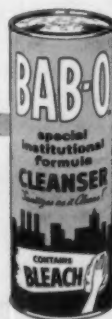
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## S.A.S.B.O. Convention

(Continued From Page 74)

perhaps true that we have been slower in getting started than certain sections of the country, but despite our lower per pupil expenditures in the Southeast, we can find in our region indices of quality, and this situation must not only continue to improve, but improve at a more accelerated rate than the rest of the country. . . .

"School business officials, along with instructional leaders, must together acquire and promote an understanding of the great revolution that is now taking place in education. This revolution is being produced by a combination of factors which include: (1) an explosion of knowledge; (2) rapidity of change; (3) the resulting economic and defense requirements which will demand education on a level and in a quantity never before imagined. This is the second revolution that has taken place in the Twentieth Century.

"The first revolution, at the beginning of the Twentieth Century, was designed to help us make the transition from an agrarian to an industrial society, and to adjust to the American way of life the thousands of immigrants that were coming to our shores. This meant universal education, with strong emphasis on vocational and adjustment education. . . . Now, however, our needs are changed. We are moving into an era where the degree and quantity of education will surpass anything that we could have imagined a few years ago.

"The theme of the new revolution will be the pursuit of excellence. This does not suggest that all persons can achieve academic excellence, but it does suggest that they must achieve excellence commensurate with their ability, and that all persons must understand the principles upon which this country was founded and the evils of international communism that now threaten our way of life. We must now be concerned not only about what we learn but also about the attitude that is developed toward learning, for in the last half of the Twentieth Century education will increasingly become a process that must continue from the cradle to the grave. More change has taken place in the last 50 years than has taken place in all previous times since the earth has been created. This rapidity of change will continue at perhaps even an accelerated rate. Education must help people to adjust and to meet the demands of society in this period of change. . . .

"Financial support will be an important factor, and the people must understand what is required of education, not only if we are to prosper, but if we are to survive. The business officials may be in a better position to sell

this idea in the community than many other persons in the school system. As Walter Lippmann has said, 'We have learned that we can afford to defend ourselves regardless of the cost; we must now learn that we must afford to educate ourselves as we need to be educated.'"

A unique feature of the convention was the Thursday evening program at Richmond's new George Wythe High School. The delegates spent more than an hour roaming through the various parts of the building, and were served by students in the home economics department of the high school. The round-table discussions were held in various classrooms following the dinner. ■

## Southeastern Views

(Continued From Page 81)

27 separate police departments in Dade County.

Under Florida laws parents are responsible for damages up to \$300 caused by minor children. A system of soliciting restitution payments from parents by means of a series of form letters has met with good results, said Mr. Kowall.

Among the steps that can be taken by the administration to prevent school vandalism, according to Mr. Kowall, the following have brought good results in Dade County: night lighting circuit; twofold fencing (one for the school proper and one for the playground); a drinking fountain placed at the end of the building and accessible to playgrounds; location of cafeteria and kitchen areas to the front of the building.

Other means of discouraging vandalism, said Mr. Kowall, are the complete absence of money on the premises at nighttime (not even a few pennies in the teacher's desk); the use of signaling devices that when tripped by the intruders will ring bells for police summons, and staggered custodial schedules.

The school, too, can be helpful by developing in the students a feeling of pride in "their school." This also results in gaining information from students that will serve in apprehending the guilty persons.

## Parents Should Be Held Responsible, Judge Believes

"All children who commit acts of vandalism are not delinquent," warned

(Continued on Page 98)



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(Continued From Page 96)

Judge Kermit Rooke of the juvenile and domestic relations court. "But if these acts are persistent, malicious and aggravated then the courts are concerned. Vandalism is a symptom of conditions that can require the attention of the juvenile court," the Richmond jurist said.

"From my six years on the bench dealing with children, it is my feeling that the parent should be brought into nearly every case," continued Judge Rooke. The responsibility of parents for the behavior of their children he found to be deteriorating.

## AUDITING . . .

### Internal, External Audits Serve Separate Purposes

The most important function of an audit is to assist the administration of the school district to establish better procedures and controls and to operate more efficiently. This was the judgment of Lee Young, coordinator of records and reports for the Florida State Department of Education, Tallahassee.

Mr. Young provided the following definitions: Internal auditing is carried on within an organization by the organization's own personnel. External auditing (post-auditing) is performed by outside auditors who are completely independent of the school district.

The state department official said it is highly desirable that an internal audit be maintained where possible, since this has a tendency to prevent carelessness and dishonesty on the part of the employees in the accounting department. It not only prevents many errors, but will permit the locating and correcting of errors.

The purpose of the internal audit, it was explained, is to make certain that proper accounting and operating methods are set up to take care of the financial transactions as they occur — to see that these methods are followed, and to make certain that the records show the true financial conditions as they exist. It has the advantage of daily verification and is a continuous check on the operations.

Coordinator Young explained that the three steps of external auditing are the examination of internal con-

(Continued on Page 100)

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(Continued From Page 98)

trols established by the school, the checking of statements, records and accounting transactions already prepared by management, and the verification of other financial and legal records and documents.

The uncovering of deception is not the primary function of the audit today, Mr. Young said. Primarily it is an instrument to improve the administration of the school district. The audit is a protection to the school district and to the staff, he observed.

## DESIGN . . .

### Advantages of Air Conditioning Listed by School Architect

In telling how his firm designed what he believed to be Virginia's "first fully air conditioned high school building with a central plant," Charles E. Wilkerson, partner with the Richmond architectural firm of Walford & Wright, listed the advantages of air conditioning.

They are:

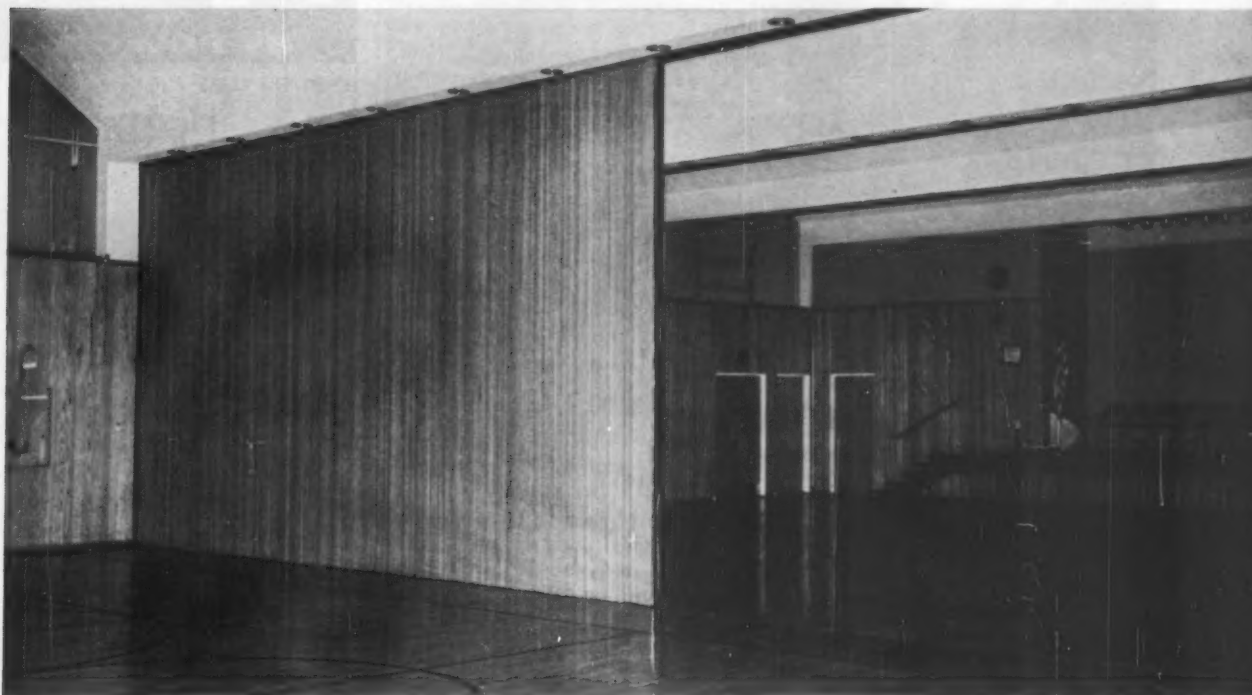
(1) the possibility of an advantageous first cost; (2) use of the building for summer school and for 12 month's school; (3) better environment for the physical comfort and for the control of illumination for audio-visual programs in classrooms, and (4) possibility of favorable maintenance and operating costs.

Mr. Wilkerson said that the question now to be raised is this: "Is a break-through coming so far as air conditioned schools are concerned?" And for school administrators: "What do we do with all the old buildings that will not be air conditioned should new buildings be so equipped?" Mr. Wilkerson attributed a growing interest in school air conditioning to "administrators [who] are sincerely interested in maximum comfort and operational efficiency."

Continuing changes in the education program will make longer school terms necessary, he said, and these longer terms will make air conditioning "highly desirable."

**NEXT MONTH** The Nation's Schools will report views of the Southeastern schoolmen on school transportation, custodial care and federal and state support. ■

# BEFORE SCHOOL OPENS THIS FALL . . . . .



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**Finish:** Slats are kiln dried and treated at the factory to prevent moisture absorption and insure dimensional stability. Finished in varnish, stain or paint to specification.

**Acoustical Qualities:** Vertical slats and grooves greatly reduce echoes within the partitioned area. The wall itself presents an effective sound barrier, reducing transmission to a level satisfactory for all normal purposes.

**Controls:** Coil-Wal may be operated manually by direct push-pull, by crank, or by a combination of push-pull-crank—or may be motor driven with local or remote controls.

In any school building, old or new, where it is desirable to convert a gymnasium, cafeteria or other large space into smaller rooms, Coil-Wal provides a solution without compromise. Coil-Wal is a strong, beautiful, durable solid wood wall, quick to extend or retract, manually or automatically. Coil-Wal provides a satisfactory sound barrier and stores in unbelievably small space—it literally winds up into a neat, nearly square tamper-proof cabinet. Coil-Wal is light, requiring no structural alteration even in old buildings—floor guide optional. Coil-Wal can be made to any required length (installations up to 150 feet are practical) and any necessary height; can follow a simple or compound curve or turn a corner.

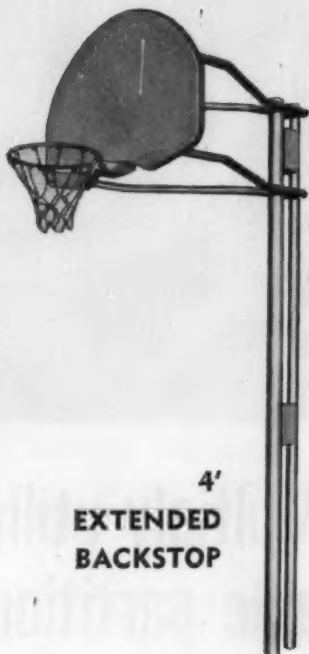
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## Foreign Educators

(Continued From Page 55)

One manner of giving the subject status is to give it a practical purpose. This can be done by relating it to the job we have to do in underdeveloped countries, making it the kind of discipline that will help people help other countries. It could be tied, for example, to planning for education in relation to economic and social development, and be linked with educational administration and a bit of anthropology. Also, it could provide a basis for considerable research, because there's no field in the whole of education where research is more needed.

**You have noted the close tie between school administrators and university personnel and the fact that superintendents have a voice in determining what goes on in the preparation program. What are your reactions?**

BEEBY: In New Zealand, it is the business of professors of education to think, but not act, in the business of administration. I have been impressed in this country by their active identification with schools. The fact that you find so many professors in the A.A.S.A. meetings, for example, is also a matter of surprise to me.

Riding through the country and discussing these matters with various people, I found, to an extent I have found nowhere else, a tendency to test educational practice by theory and theory by practice. I got the impression that this is a very healthy relationship.

ABBASS: There is a great deal that could be said on this point because school superintendents fill a double role: They are educational leaders, and they have much to do with the direction and preparation of personnel. Their contact with all kinds of schools and universities certainly helps to give direction, impetus and

(Continued on Page 104)

<sup>1</sup>In addition to their participation in the programs at San Francisco, St. Louis, and Philadelphia, they visited in this sequence: the University of Oregon, the University of Arizona, the University of Texas, Kansas State Teachers College, the University of Missouri, the University of Chicago, Eastern Michigan University at Ypsilanti, the University of Michigan, George Peabody College for Teachers, Paterson State College, and Harvard University.

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(Continued From Page 102)

encouragement to the type of education desired in the United States. In their double capacity they really play a crucial role in educational development in this country, and on the international scene in the radically changing world of today.

**In your travels across the country you may have observed the many new school buildings. How do these schools differ from those you have back home?**

REIMERS: I found that your newest schools are quite similar to our newest ones. What was interesting is the way in which our thoughts have been running parallel in the matter of trying to save unnecessary accessories — the idea of cutting down on corridor space, for example.

BEEBY: When I visited here years ago, I found some schools that were palaces and other schools that were far from it. On this trip, I got the impression that a great amount of planning is being done to design schools that are not so impressive in their general appearance as they are

practical in the use of every inch of space for instructional purposes.

ABBASS: Of necessity, Arabic schools must be a little different from what they are in the United States. Some of the building material which you use here is either inaccessible to us or too expensive to get, so we have to use local materials. Also, local conditions must be considered.

**Would you comment on the feasibility of granting public tax moneys for parochial schools?**

ABBASS: Conditions are so different in my country that there is no useful comparison to be made. All I can say is that when money is needed for schools it should be obtained, whether it be federal or local. It seems to me that religious teaching is an important part of any educational system, but what kind of money should be provided depends entirely on the particular country and its social set-up.

REIMERS: You have, in this country, a great number of different churches. We have only a few. Religious instruction is given in all our schools,

according to an article in our constitution. The instruction is along the line of your great Christian denominations without bias toward Protestant or Roman Catholic. We have textbooks for religious instruction and, of course, we use the Bible.

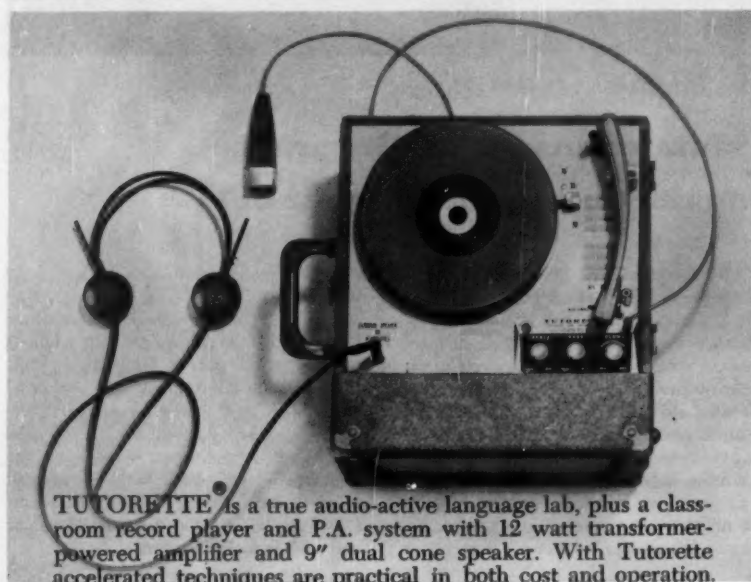
We say there is compulsory education, and if there is compulsory education you must pay for the education of young people from public money. On the other hand, in West Germany we believe parents should be given the right to send their children to the school of their choice. Thus, they may send them to private schools for the required minimum of nine years. These schools relieve the state of some of the financial burden because they reduce the number of public schools needed. My state of Hamburg for instance, is quite prepared to pay the money that is required by private schools for all material costs and up to 90 per cent of the salaries of the teachers. Now, that applies not only to religious schools but to all private schools, which constitute about 9 per cent of the total. This is the case because we believe there should be private schools to work along different educational lines than the state schools. We've always encouraged that, and, as a result, the state schools have gained a lot.

There is one requirement. The private schools are not allowed to charge high fees. The fee must be low enough so that everybody can afford to pay it.

To summarize: State money goes into private schools wherever these meet the normal demands of the state. All private schools are under state control. They are all supervised by the state superintendent.

BEEBY: Our situation in New Zealand is that we do not give any money for staff salaries or the building of private schools. We do offer, however, a considerable number of auxiliary services. Children in private schools, including the children attending parochial schools, receive free textbooks. Also, in rural areas children get free conveyance to the nearest state school; beyond that, they must find their own way. We'll give private schools the same assistance as state schools in such things as audio-visual aid and swimming instruction. The state registers the private schools, and we inspect them.

Now, as to religious instruction in  
(Continued on Page 106)



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Folded, the HOWMATIC “TN” stands on casters. These free-wheeling casters roll smoothly, easily, making the unit a snap to fold or unfold.

When the HOWMATIC “TN” is folded, rubber-capped center legs remain free of the ground. The moment the table is fully open, however, these center supports come down automatically, grip the floor firmly, anchoring the unit.

**2. Strength where it counts.** The HOWMATIC “TN” is built around the same type of durable, all-steel chassis for which HOWE tables are noted. Steel rivets join this chassis to the table's 14-gauge tube steel legs permanently.

Chassis and legs are finished with a bright, rustproof, Cadmium plating that won't chip, never requires repainting.

**3. Durable top.** The HOWMATIC “TN” comes with a *solid*, built-up top consisting of a plywood sheet covered with a layer of plastic laminate. (Your choice of patterns.) A hardboard backing adds extra strength. The entire top is trimmed with a plastic flush edge.

**4. Compact and maneuverable.** The HOWMATIC “TN” handles easily. 3", hard rubber, swivel casters insure maximum mobility—important when moving a table through crowded corridors.

Rustproof bearings assure long life, quiet, smooth, trouble-free service.

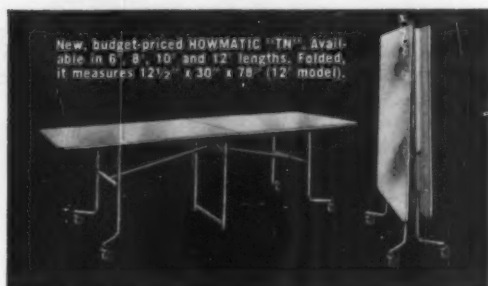
**5. Safety features.** Counterbalanced spring construction holds the unit in check, keeps the HOWMATIC “TN” from suddenly snapping open or slamming shut.

A  $\frac{3}{8}$ " safety gap where the top's two halves would meet eliminates the danger of injured fingers. In addition, the HOWMATIC “TN”'s top has 2" radius safety corners.

Another safety feature is the table's low center of gravity. When active youngsters get playful or the folded unit is moved about hurriedly, the HOWMATIC “TN”'s design keeps table from tipping.

**6. Saves valuable school activity time.** No need to clean the HOWMATIC “TN” before folding and storing. At all times, surfaces are easy to reach and clean. In addition the unit's single-fold structure and  $\frac{3}{8}$ " center seam eliminate corners where food particles otherwise might accumulate.

**7. Seats pupils comfortably.** The HOWMATIC “TN” seats from 8-18 pupils comfortably depending on whether 6', 8', 10' or 12' units are used.



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School \_\_\_\_\_

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City \_\_\_\_\_ Zone \_\_\_\_\_ State \_\_\_\_\_

(Continued From Page 104)

my country: The elementary school system is free, secular and compulsory, so you cannot teach religion in the elementary school. But the secondary school came later and, curiously enough, you can teach religion there.

With the approval of the people, the starting hour for secondary school can be moved up from 9:00 to 9:30 in the morning. During that half-hour, when the school is not officially open, members of the churches can come in and, on a voluntary basis, teach religion in the school buildings.

This is the reverse of your released time plan.

CHEN: In pre-Communist China no religious instruction of any kind was permitted in the public schools, or even in private schools. Now, all schools have been nationalized.

**Have you a last comment in terms of what we have been discussing?**

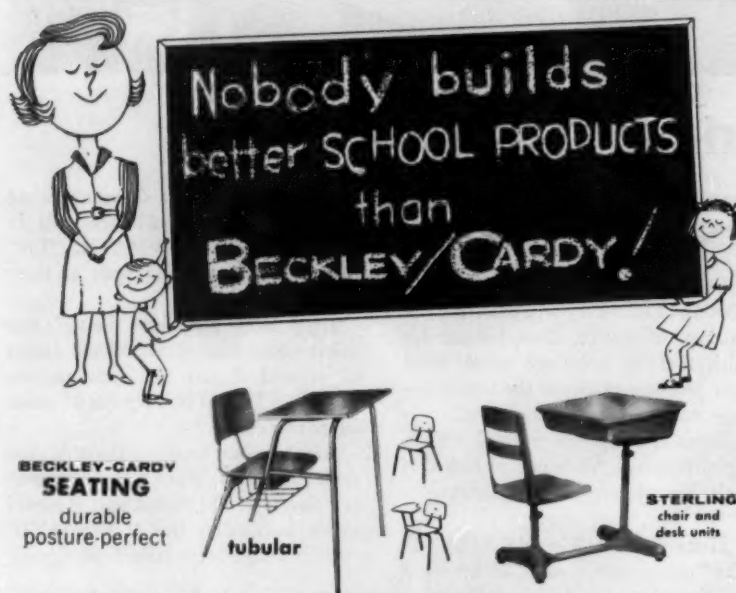
BEEBY: The thing that struck me during my visits with school superin-

tendents and on college campuses was the open-minded interest in educational problems. I think this is a most hopeful situation.

REIMERS: I think there's a certain amount of envy of American educators because they succeed in keeping their young people in school over such a long period of time. To keep students up to 18 years of age under the sheltering roof of the school, before they actually enter into the highly industrialized world, is a good thing. Also there are more students between the ages of 18 and 21 in your colleges than in any other country in the world. If you don't give way to the demands of labor but just keep the young people in education, I think you will do something for them which will repay you.

ABBASS: I find a healthy disturbance among educators in America. This in itself is a key to the political results that may be anticipated for this country.

CHEN: Comparative education in the last two or three years has been more active than at any other time in America. This tour and the A.A.S.A. meetings have confirmed that feeling. The relation between the schools and contemporary society is growing closer. A new interest in Asia, not there before, has developed. ■



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## School Fire Hazards

### Examined in New Publication

WASHINGTON, D.C. — The three basic tools available for school fire control are physical changes in the makeup of schools, the addition of earlier detection and alarm devices, and trained, disciplined behavior by the people involved. These suggestions come from the report, "School Fires: An Approach to Life Safety," published by the Building Research Advisory Board, a unit of the National Academy of Sciences-National Research Council.

The three-part program for life safety recommends planning for protection by the elimination of known hazards; provision for escape by prompt detection, alarm and evacuation, and incorporation of needed control devices to stop or retard the spread of fire, thus to gain time needed for escape.

Conclusions do not prescribe any single system or combination of systems of safety devices. All the safety facilities and devices described may be drawn upon to make up the total system, the book states, but selection and use must be judged in light of "individual capabilities and contribution to the whole."

## Report to Educators from Joanna Western



Mt. Vernon Junior High School,  
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... uses Exlite Shades to adapt  
classroom to audio-visual room.

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This saves money two ways—because it eliminates need for building separate audio-visual rooms—and because the original cost and maintenance of Joanna Exlite Shades is far less than other types of room-darkening window coverings.

Teachers appreciate the fact, too, that they don't have to interrupt their class routines while they and their students move from one room to another.

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EXLITE is washable and flame resistant. Comes in 5 colors, widths to 77 inches. Exlite is just one of many window shade and louvered shutter and door products made by Joanna Western.

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Joanna Western Mills Co.  
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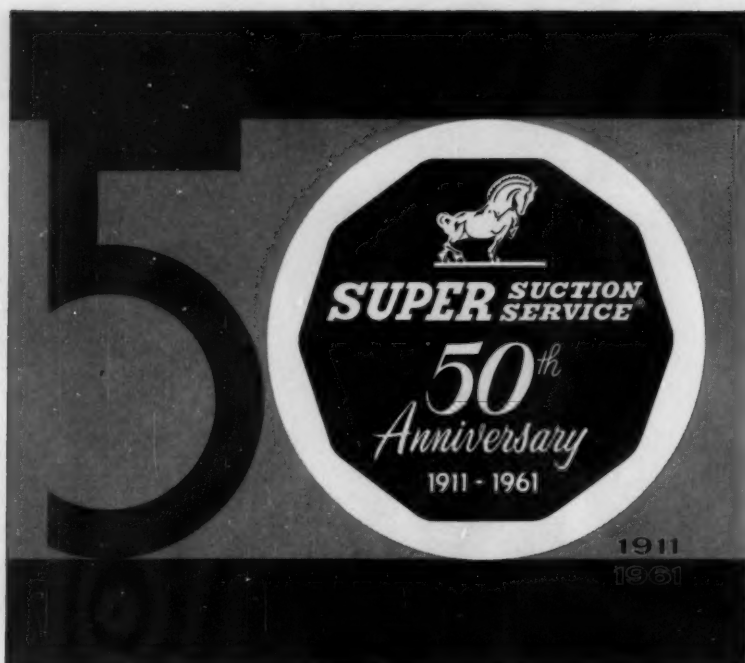
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## N.S.B.A. Convention

(Continued From Page 84)

ods used in terminating Mr. Shannon's employment, but there had been no question regarding the basic decision. The statement of the board of directors which he read to the delegate assembly had been received with complete understanding and confidence, and there had been no indication on the part of the delegates to question the action of the executive committee.

Told that there was some report that Mr. Shannon's resignation had been influenced by a difference of opinion on federal aid, Mr. Frantz was most specific in his comments that this had in no manner played into the dealings with Mr. Shannon. He said that the decision was based entirely upon administrative considerations, and that neither federal aid nor any other philosophical considerations had figured in the matter. Moreover, he emphasized, no one member of the executive committee was responsible for the breach with Mr. Shannon; the decision had been reached by each board member after some 20 hours of consideration of the problem at the Tampa sessions.

At a board of directors meeting following the convention, President Sargent appointed a committee to bring in recommendations for permanently filling the job of executive director.

**Future Meetings.** The 1962 convention of the National School Boards Association is scheduled for St. Louis, April 12 to 14. Other future convention places and dates are: 1963, Denver, April 28 to May 1; 1964, Minneapolis-St. Paul, April 26 to 29; 1965, Boston, April 2 to 7. ■

## Changes in Reading Taste of Young People Reported

CHICAGO. — Young people read more during 1960 about current world political and sociological problems than ever before and were concerned more with fact than fiction, reveals a nationwide survey of specialists in young adult reading in 46 city high school and public libraries.

Last year, for the first time since World War II, 14 to 19 year olds turned away from narratives about the war except for Denys Arthur Rayner's "Long Haul," the study shows.

"We find in our surveys, year after year, a growing awareness of the world and its problems among the great majority of young adults" said Marian L. Trahan, young adult librarian, Oakland Public Library, Oakland, Calif., and chairman of a committee of the young adult services division of the American Library Association.

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MAYBE THEY'RE  
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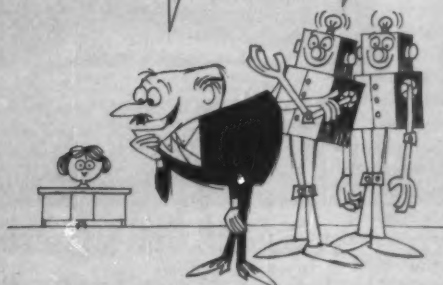
FEAR NOT, SIR... THE BRRRRAINS  
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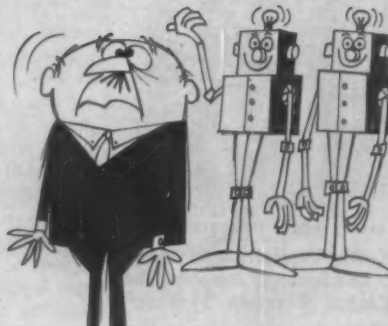
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SAY NOW I CAN  
GET ALONG WITH  
JUST ONE GIRL?

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WE FIND YOU'VE BEEN  
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"Now anything in the files can be found in 30 seconds," says James Thomsen, Business Manager for Superintendent of Schools, Monterey County, Salinas, California. In Remington Rand Case History No. 1267, Mr. Thomsen describes the problems in bookkeeping, payroll, and other record keeping generated in his 36 school districts by the post-war population boom. Several years ago, the Remington Rand Records Organizing Service was called in to make recommendations. As a result of their service, "...we have complete control of all records of all types which are pertinent to running the 36 school districts in the Monterey County School System."

Full details of the above story may be interesting and helpful to you. They're contained in a handy, easy-to-read folder which is yours for sending the coupon, right.

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# Report

from WASHINGTON

By **EDGAR FULLER**



NATIONAL ARCHIVES

PASSAGE of Kennedy school bill likely but not certain. Private school aid will be separate — part of N.D.E.A.

On May 2, 1961, the Senate subcommittee on education approved the Kennedy public school bill (S. 1021) by an 8 to 1 vote without substantial amendments. It seems likely that the Senate will pass it within the month. Since the House committee appears to differ only on details, it is possible that a law may be enacted in time to become effective when the 1962 fiscal year begins on July 1, 1961. Political circumstances, of course, could easily end such prospects.

The vital decision that started the Kennedy public school legislation moving was omission of all proposed aids to private schools. There had been serious consideration of merging the public school bill with a revised and extended National Defense Education Act to include certain benefits for private schools. The Senate subcommittee now plans to include aid to private schools in separate legislation that will revise and extend the N.D.E.A. It has abandoned the Morse-Clark Bill (S. 1482) to provide federal loans for private school construction, after cancelling — on very short notice — hearings that had been scheduled.

There are several areas affecting private schools in the N.D.E.A., such as forgiveness of college loans under Title II for teaching in private schools, stipends to private as well as to public school teachers in counseling and guidance training institutes under Title V, and expansion of Title III to provide for loans for constructing laboratories and other facilities for science, mathematics, modern foreign languages, and instruction in physical fitness. Strong interest groups are working for most sections of N.D.E.A., and for proposed new sections

as well. Parts of it are nearly certain to be revised or extended in this session, with Senate hearings beginning May 12.

During recent months there has been rapid development of a new attitude in the South favoring federal support of education. In spite of Attorney General Kennedy's action to compel Virginia to supply public schools in Prince Edward County, and the fiery statements made about this "intimidation" by traditionalists in Congress, this trend could yet produce a majority of Southerners for the Kennedy public school bill. For instance, at least three Southern governors and majorities of congressional delegations in some Southern states have said in effect that the legislation has become necessary to them.

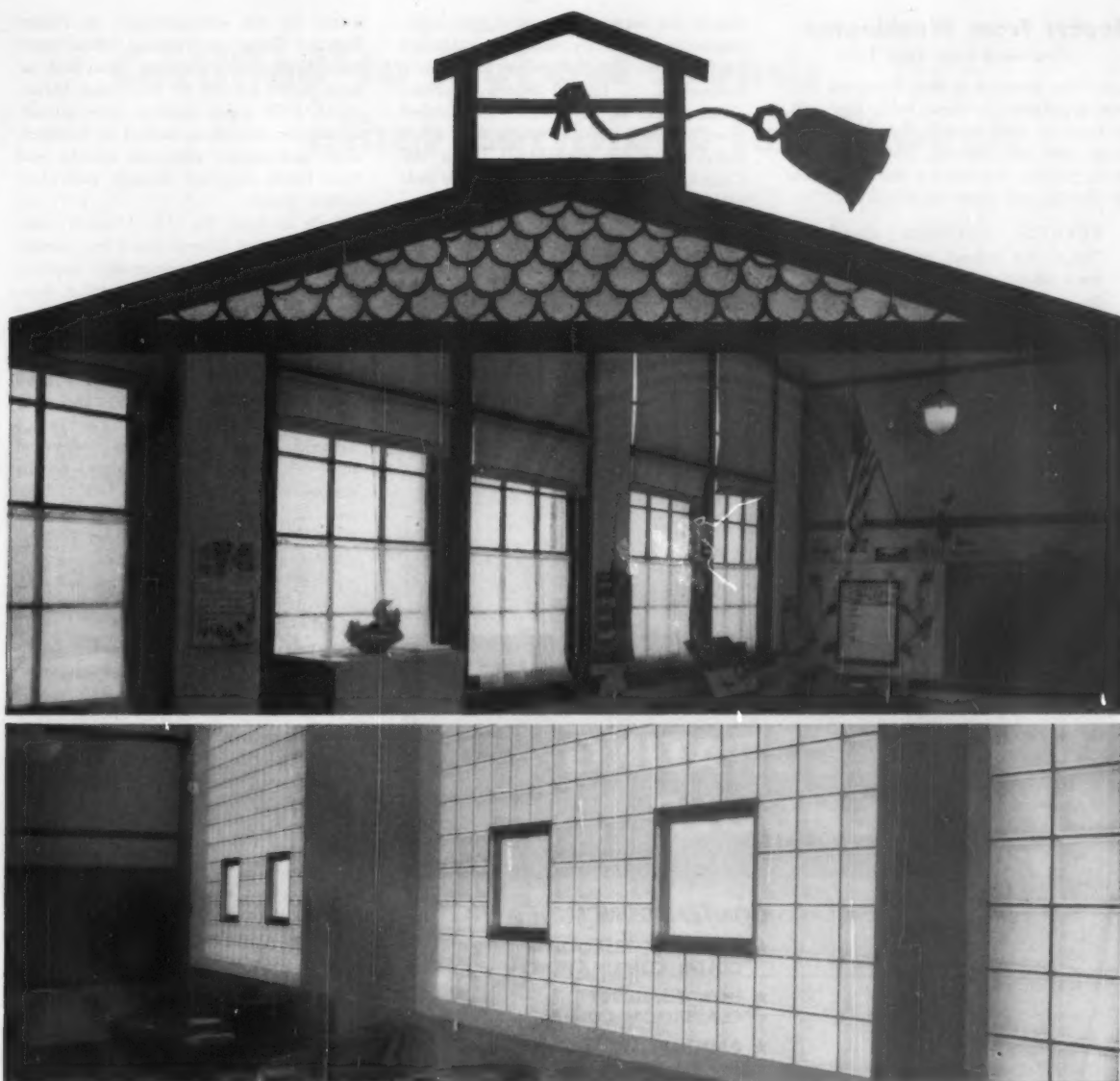
Public education, said a Southern governor a few years ago, is the reason for his state's progress and its best hope for the future. The South always has believed strongly in public education, and the Kennedy public school bill formula will help Southern schools relatively more than others.

With at least token desegregation widely accepted as inevitable, and with the Powell Amendment no longer such a serious threat, the schools in this great area are likely to enter a new area of growth and development.

**N.D.E.A. revision and extension next before Congress. Contains provisions for aid to church schools. Opinions are varied.**

Bills for revising and extending N.D.E.A. and for federal aid to higher education will follow the public school bill in Congress. These bills contain provisions for aid to church-controlled educational institutions, with widely varying opinions on constitutionality and desirability as public policy in educa-

(Continued on Page 112)



## Savings in heating, maintenance will pay for this Iowa school's sash replacement within nine years

Using PC Glass Block, Crestland Community School, Early, Iowa, invested \$7966 to give students draft-free winter comfort, better classroom light, and a gay modern appearance. In two years, they have saved \$1800 in heating and maintenance costs.

In the summer of 1957, the school's officials noted Glass Block values in neighboring installations, and replaced the rotted wooden sash in their 42-year-old building. The renovation has actually strengthened the struc-

ture. Water leaking through the old sash had deteriorated masonry pillars.

With PC Suntrol® Blocks, the classrooms have become airtight, dustproof and draft-free. Even, diffused light reaches every corner of the rooms, Morning-sun glare has disappeared. Student and teacher morale from the modern interior and exterior has improved greatly. And costly window washing and sash painting is a budget item that no longer appears on the accounting books.

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## Report From Washington

(Continued From Page 110)

tion. The prospect is that Congress may pass legislation in these fields that will, at least to some extent, be contrary to most state constitutions, state laws, and state policies concerning the separation of church and state in education.

**PRINCE EDWARD** situation "begs" for federal intervention in state affairs. Virginia's hope is in its moderate leadership.

On the domestic scene there are a number of sore spots that are open invitations to federal action in state affairs.

One is the reapportionment of state legislatures required by state constitutions but ignored by the state legislatures themselves. A United States Supreme Court decision will soon be handed down on this situation, which may affect individual rights guaranteed under the Constitution sufficiently to mandate federal action.

A second situation is that of voting rights. The U. S. Department of Justice has been active in this field for several years, and is now stepping up its efforts. The national interest in universal suffrage will be dealt with by the courts.

A third situation is especially important to public education. This is illus-

trated by the circumstances in Prince Edward County in Virginia, where more than 1700 Negro children have had no local public schools for two years. Meanwhile, 1376 white children have attended private schools in makeshift facilities, with increasingly adequate county and state funds supplied through individual tuition grants.

Late in April the U.S. Attorney General asked the federal court for permission to make the government a complainant of Negro pupils throughout the state. He also asked for an injunction against the use of state funds for such tuition grants.

Prince Edward County officials have long seen this move coming, and they are not unprepared for it. The Prince Edward school board has presented three alternative school budgets to the county supervisors for the next school year: a budget of \$846,700 to operate all public schools; a budget only \$30,000 smaller to continue the status quo, and a budget of \$470,000 to reopen the public schools for Negro pupils. Most Virginians agree that Negro children cannot be denied indefinitely the public education the state constitution mandates for all children in the state.

It is quite possible that Attorney General Kennedy is laying a legal basis for future federal action elsewhere in connection with a Prince Edward situation that was nearing solution through state and local efforts. Virginia has great moderate leadership in Gov. J. Lindsay Almond and Former Gov. Colgate W. Darden, who is a member of the state board of education.

The federal action brought a blast against federal "intimidation" from Sen. Harry F. Byrd, who added that this made him more than ever opposed to federal support of education. The Republican state chairman has accused Governor Almond of collusion with Attorney General Kennedy, but without saying where the Republicans stand on the problem of Prince Edward County. Many citizens believe that the trend is toward a reliable majority of the voters who can be counted as moderates on the segregation issue when it produces situations like that in Prince Edward County.

The board of supervisors of Prince Edward County has granted permission to the National Association for the Advancement of Colored People to use the courthouse steps and grounds at the county seat at Farmville for a rally to celebrate the seventh anniversary of the May 1954 Supreme Court decision on school desegregation.

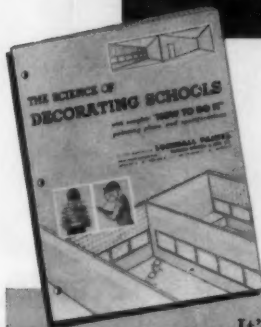
**DISCUSSION** highlights controversy over planned distribution of federal support to education. Msgr. Hochwalt gives views.

(Continued on Page 114)

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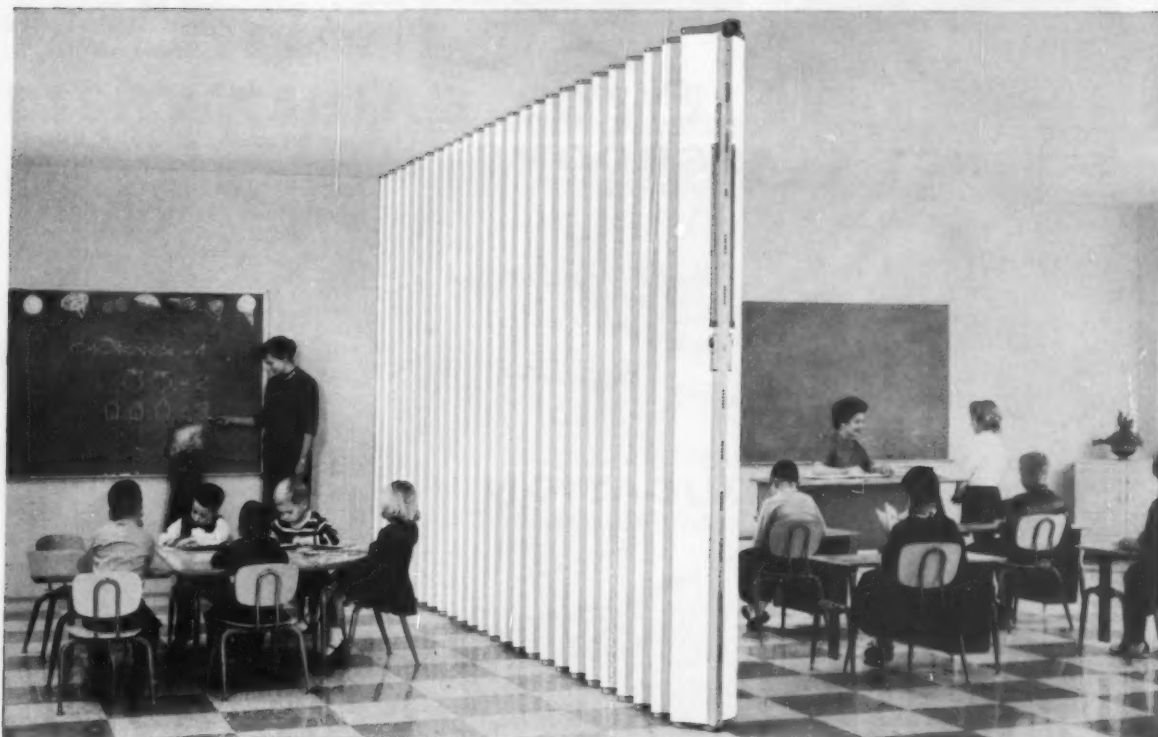
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354/4000 cps av. (Industry Standard)	41.8	35.8	36.4	33.0
Acoustic Panels	steel 5½" wide, wt. 1 lb./sq. ft.	uses cardboard	steel, 2¾" wide, wt. ½ lb./sq. ft.	uses cardboard
Sealer Strips	8	8	4	4
Foam-Lined Jamb-Seal	yes	yes	no	no
Air Release	yes	no	no	no
Pull-In Latch	yes	yes	no	no
Best Fabric Weight—Outside Covering Only	45 oz. per lin. yd.	45 oz. per lin. yd.	18 oz. per lin. yd.	27 oz. per lin. yd.
Top Row Horizontal Hinge Plate Depth	8½"	3"	(vertical)	1½"

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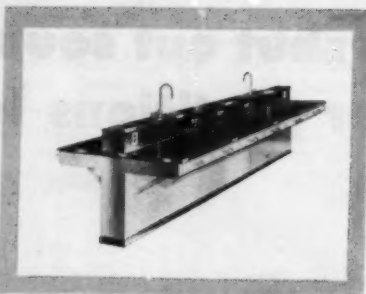
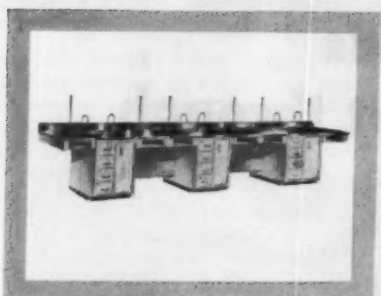
NAME \_\_\_\_\_

SCHOOL \_\_\_\_\_

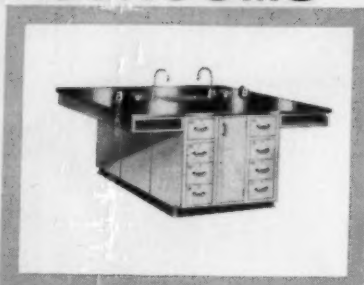
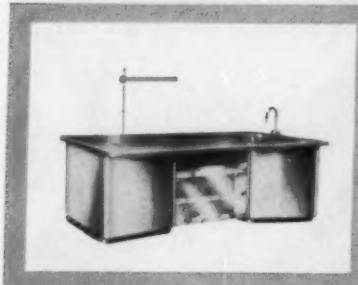
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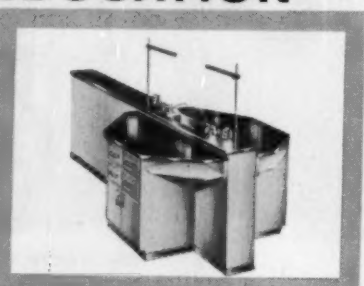
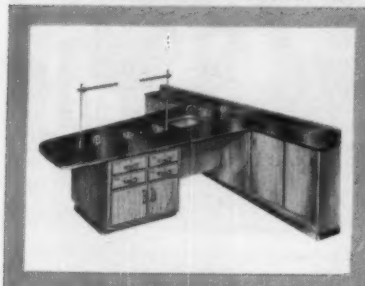
STATE \_\_\_\_\_



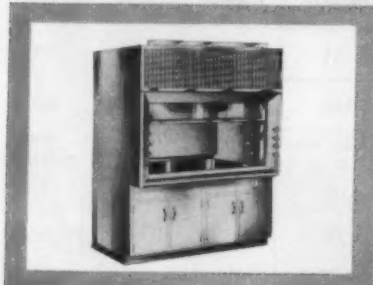
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## Report From Washington

(Continued From Page 112)

As in state finance systems, the formula of any federal support system for education is inevitably controversial. The following discussion occurred during the House public school bill hearings on March 16, and it clarifies several aspects of this current legislative problem.

March 16, 1961

THOMPSON. (D.-N.J.) "Now, Monsignor [Hochwalt, director of National Catholic Welfare Conference] you talk about the double burden of supporting the two school systems. We are all well aware of the cost of schools, whether they be private, parochial or public. The public schools absorb a tremendous portion of the *ad valorem* taxes paid throughout the United States.

"In the bill H.R. 10128 (of 1960) the allocation of funds was made on the basis of the school-age population. In other words, we counted every child in the United States between the ages of 5 and 17 years, and we were going to allocate a given number of dollars to the chief state school officers for each of those children.

"There was considerable controversy about the fact that since this was a public school measure, children attending private, nonprofit schools of any description were being counted and the money for them was going to the states.

"But under many — in fact, most — of the state constitutions there was no means by which the chief state school officer could get that money to the private, nonprofit institutions.

"This year after considerable thought and after taking cognizance of that criticism it was decided in the drafting of the legislation, which took a considerable amount of time and thought, that to count only the children in the public school systems might be a better approach.

"Now, in a sense, if this legislation were to make the allocations on the basis of the total school-age population, do you feel that this would afford some relief — indirect, however, but nevertheless relief — to those who have their children in private, nonprofit schools?"

MSGR. HOCHWALT: "It is a question that has been highly debated among my constituency. We have talked about both extremes of the proposal.

"We object to being counted in and then counted out as not being recipients.

"We also object to the other measure of not being counted in and then not being counted out because we are not counted in.

"In other words, we don't like it either way because for us, you see, the theory still will remain as a philosophical principle that the tax dollar, at least philo-

(Continued on Page 116)

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### Report From Washington

(Continued From Page 114)

sophically speaking and in theory, ought to follow the desire of the parent as far as selection of the school is concerned.

"Of course, that remains in the realm of speculative philosophy at the moment, due to constitutional problems."

THOMPSON: "As between the two alternatives, which would be desirable?"

MSGR. HOCHWALT: "I would be unhappy with both of them."

THOMPSON: "You would be unhappy if both were counted?"

MSGR. HOCHWALT: "Yes, I would."

THOMPSON: "Do you agree if all were counted and money were distributed on the basis of all to the states that there would be to some degree a stabilization of school taxes?"

MSGR. HOCHWALT: "Well, I think when you figure out the problem of the taxpayer and his relationship to his tax dollar and if you have to make a choice, the counting in is a greater benefit than not being counted in at all to the taxpayer."

THOMPSON: "I think this is clearer because in the State of Massachusetts there are 500,000 youngsters going to private, nonprofit schools and most of them [are] in parochial schools."

"I would agree when you do not count the Catholic child in the dollar to the state, you are doing a disservice to the Catholic parent."

**SCHOOL LUNCH** bill not likely to be supported by interest groups. Senate ETV bill opposed by Kennedy Administration.

The Administration will soon send to Congress a school lunch bill to take the place of the outgrown National School Lunch Act of 1946. It is likely to be opposed as inadequate by most groups interested in the national school lunch program.

A bill to provide \$1 million to each state for the construction of educational television facilities has passed the Senate by a 67 to 13 vote. Officially opposed by the Administration, hearings already begun in the House have been indefinitely postponed, presumably to give the legislative right of way to other educational bills.

**HIGHER** education bill presents question of constitutionality. Would pay scholarship funds to institutions directly.

The Administration's bill for the support of higher education is currently on its way through the committees in the House. No hearings have yet been held in the Senate. It calls for approximately

(Continued on Page 126)

## do clean dishes cost too much?

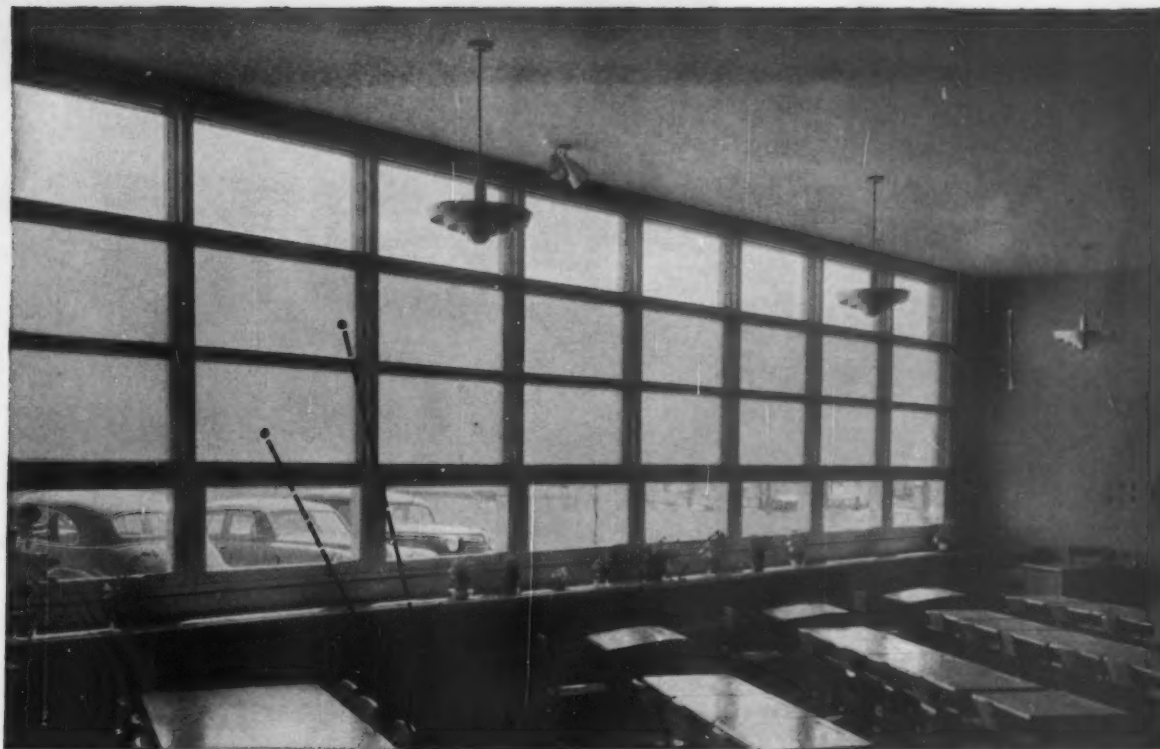


Very likely—if they're washed by hand. Start with a dishwasher's wages... add breakage, extra hot water used, extra soap... and the money paid out in a year is several times the price of a Kewanee Dishwasher that—

- Washes, rinses and air dries over 2000 dishes, glassware and utensils per hour.
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- Heats its own water... saves detergent.



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Farmdale Elementary School, Landisville, Pa. Architects: Coleman & Coleman.  
Glazier: Earl V. Schaffer. General Contractor: Rice & Weidman, Lancaster, Pa.

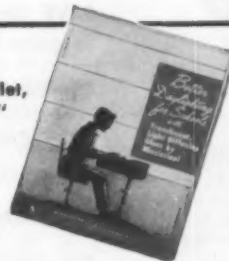
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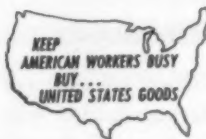
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**SAVE THROUGH SAFETY.** Truscon "O-T" Steel Joists are manufactured to 20,000 psi working stress and are certified to exceed the rigid standards of the Steel Joist Institute Quality Verification Program. This means predictable, dependable load-bearing.

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**SAVE ON LABOR.** Several crews can roof at one time—straight lay is the answer. All work is done conveniently from above. FERROBORD is welded directly to steel joists.

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Truscon products are used and recommended by architects, engineers, and builders. Make *your* budget dollars go farther with Truscon Steel Joists and FERROBORD Steel Roofdeck. Consult your Truscon-Republic Representative or send coupon.



**CHANCES ARE YOU'LL NEVER BE CALLED UPON** to replace or repair any Republic Stainless Steel equipment in your cafeteria, home economics classrooms, or kitchen. Nothing can chip off or wear off—it's solid Stainless Steel all the way through! Saves on housekeeping time, too—soap and water keep it bright and shining. And it's famous for reliable sanitation. It's a tough, strong shield against heaviest traffic anywhere you use it. Ask your equipment supplier about Stainless Steel sinks, countertops, utensils, range hoods, ovens, food warmers, or mail coupon for information.



**FASTEST WAY THIS SIDE OF TENTS** to build a wall is to quick-curtain the space with Truscon VISION-VENT curtain walls. Each of these one-piece panels is a complete wall-with-a-window—some only 1½ inches thin! Think of the whole new areas of valuable extra floor space they create! VISION-VENT insulates, ventilates, weathertights, and sunlights. Wherever these lightweight aluminum panels have been used, they have definitely cut construction costs. Arrangements and designs of windows and metal units are almost unlimited. Complete planning assistance on request. Use coupon.



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## NEWS IN REVIEW

### Administrators Told of Problems Facing Them With Advent of New Audio-Visual Devices

MIAMI BEACH. — Unique administration problems confront superintendents as a result of the rapidly developing audio-visual education field. Because of this growth, administrators must have tempered enthusiasm about "immature" machines already on the market.

These ideas were presented here by speakers at the convention of the Department of Audio-Visual Instruction, N.E.A., where some 3000 audio-visual specialists, administrators, classroom teachers, and interested laymen spent April 24 to 28 swapping ideas, discussing mutual problems, and making plans for future development of audio-visual materials and equipment.

Some of the developments that Benjamin Carmichael, superintendent, Chattanooga, Tenn., referred to as undergoing considerable change and thereby presenting unique considerations for the administrator are: team teaching, increased use of teacher prepared materials, and the physical facilities of an audio-visual program.

The superintendent of schools in Norwalk, Conn., Harry A. Becker, presented a bright administrative side to one of the changes in educational organization — team teaching. The school principal "is relieved by the team leader of various routine responsibilities. He can, therefore, concentrate on broad educational

planning and on the improvement of education."

Keynoter James D. Finn, professor of education, University of Southern California, and president of the department, outlined the audio-visual and literary traditions and submitted that "words alone and the literary sensibility will never solve our serious education problem."

(Continued on Page 122)

### Chicago Increases Teaching Staff as Safety Measure

CHICAGO. — As a result of the fatal stabbing of a supervising teacher at Lewis-Champlin Elementary School here, in which a 14 year-old fifth grade student is being held, a program submitted by Supt. Benjamin C. Willis to make schools safer for teachers and students has been approved by the board of education.

Placement of 500 more teachers in the most crowded elementary and secondary schools, periodic checks to ensure working order of all outside locks, addition of 16 custodians, and meetings of principals and master teachers to explore suggestions for extra safety measures have been put into effect. A permanent police guard has been assigned to the south side school. The recommendation to have periodic inspection

of pupils for weapons still is being considered.

Legal counsel for the Illinois division of the American Civil Liberties Union said the search of pupils may be "unwise and undesirable." The local branch of the National Association for the Advancement of Colored People called the proposed search degrading.

The N.A.A.C.P. also charged that the board allows crowded containment of Negro pupils, leading to hazardous conditions. "Here is a [south side] school where six, seven and eight year olds are subjected to daily contact with teenagers, some of whom are incorrigible."

The Chicago Teachers Union accused the administration of minimizing or ignoring reports of fights, threats, shake-downs of students, or locker tamperings. The union recommended the adoption of "a uniform and accountable report form for instances of assault, thievery, borderline criminal activity, bad social behavior, or maladjustment to life. Principals would be required to forward copies of these reports to higher authorities in the school system and to the police."

### National Teacher of the Year Award Presented by President

WASHINGTON, D.C. — Helen Adams, a kindergarten teacher from Cumberland, Wis., has been given the National Teacher of the Year Award, sponsored by the U.S. Office of Education, Council of Chief State School Officers, and *Look* magazine. President Kennedy presented the award here and praised the recipient thus: "Her dedication and warmth, her struggles against high odds to become a teacher should stand as an example to future teachers and an inspiration to all Americans."

### Ban on Parochial School Aid Unchanged by Supreme Court

WASHINGTON, D.C. — A Vermont Supreme Court decision that tuition payments to parochial schools are unconstitutional will not be reviewed by the U.S. Supreme Court. The high court's refusal means, in effect, that the banning of such payments in Vermont is permitted to stand unchanged.

The Vermont court held that since the Catholic Church controls and supports the parochial schools that would receive such payments, the intertwining of religion with education was such that government cannot aid the schools.

A 1915 Vermont law permits a town with no high school to pay tuition for its students to attend another town's public or private schools.



**D.A.V.I. OFFICERS** shown here at Miami Beach convention are (left to right): president-elect, Clyde K. Miller, director of audio-visual education, Ohio State Department of Education; immediate past president, James D. Finn, professor of education, University of Southern California; new president, Ernest Tiemann, director of the visual instruction bureau, University of Texas, and vice president, William Allen, director of research in the department of cinema, University of Southern California.

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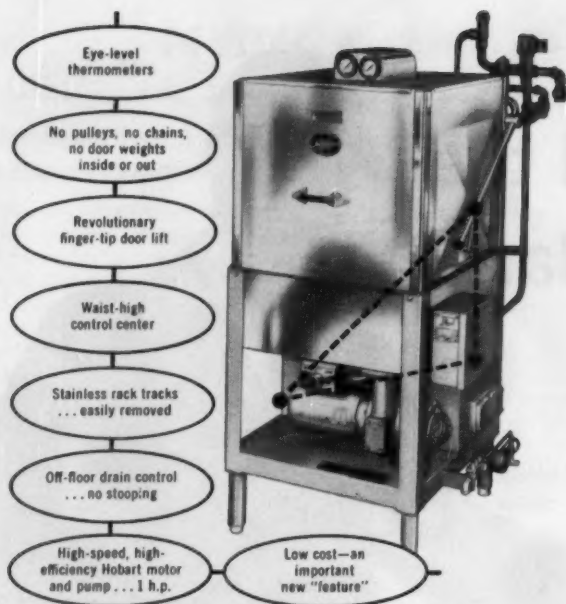
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**Learn all** the new features and benefits of this new series of AM dishwashers (all the time-tested performance features are still there, too). And get the biggest surprise of all—low in original cost and low in ultimate cost, too. Available for straight-through or corner installation. Write for free Facts Folder today.

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(Continued From Page 120)

lems. They can help, but our culture is turning — must turn — to technology for this job."

"The generalized fear of 'machines' — and by machines I mean to take the broad view (projectors, television, self-instructional devices) — is a simple adoption of the literary position by many educational workers who have been brought up in the literary tradition, even though they pay lip service to other approaches of communication. The literary humanist is, by the nature of his milieu, fearful of the 'inhuman' machines."

He maintained that in the greatest challenge to educators today lies this paradox: "There are 2000 years of human values in the literary tradition. I think it is up to the audio-visual tradition to save these values from dying at the hands of their hapless literary guardians in order to keep our own tradition — and theirs — human."

### 'Develop Program First'

P. Kenneth Komoski, director, Automated Teaching Project, Collegiate School, New York, expressed the fear that "if schools begin to invest large sums of money in any of the machines that are now being sold, programing could easily be frozen into its currently crude state for a good many years." He reported the "rule" of Thomas Gilbert, a pioneer in the field of programed instruction: "If you begin with a device of any kind you will try to develop a teaching program to fit that device!"

In considering use of the new media, administrators should not discard the means and methods and appliances that already have been proved to be highly efficient and effective in the learning process, warned Forrest E. Conner, superintendent, St. Paul.

Echoing the concern expressed about "immature" machines, C. Walter Stone, director of the Education Media Branch of the U.S. Office of Education, said "in the future much closer relationships should be established between those who manufacture equipment and those who produce materials which are to be used with such devices. At present there may be too many incompatible devices and materials emerging which are unlikely ever to be used with much real understanding and benefit in our schools and college classrooms."

### Defends N.D.E.A. Research

He called an important result of Title VII of N.D.E.A. programs completed to date "the stimulus given to use of a research approach as a way of thinking about educational problems and as a tool for defining and helping us to resolve the growing number of our educational dilemmas on a regional, national and international as well as on a local basis."

Mr. Stone cautioned the profession about "difficulties in sustaining the integrity of educational research programs because of pressure for more demonstrations. It should be remembered that meaningful demonstrations grow out of the new body of information which research provides."

#### **A.A.S.A. Host to State Presidents**

CHICAGO. — Presidents of state associations of school administrators and other officers held their annual conference here, May 5 to 7. Benjamin C. Willis, general superintendent of Chicago public schools and president of A.A.S.A., and the other officers and executive members of A.A.S.A. presided at the various sessions. General session speakers included Stephen J. Knezevich, professor of education, University of Iowa; John Wallace, superintendent, Newington, Conn.; Frank C. Chace, superintendent, Gardner, Mass.; Francis S. Chase, dean of the graduate school of education, University of Chicago, and Shirley Cooper, William J. Ellena, J. C. Wright, and Roderick F. McPhee of the headquarters staff. Considerable time was spent in round-table discussions. The conference also heard Martin P. Mayer, author of "The Schools."

#### **Community School Programs Highlighted at Clinic**

FLINT, MICH. — Teams of superintendents, board of education members, and university and community representatives from more than 40 communities in the nation met here recently for the Third National Community School Clinic to observe the workings of this community's school program.

Supt. Spencer W. Myers explained how the community residents become involved in the schools and curriculum development. "We do not abandon anything because it is old, nor do we embrace anything simply because it is new. We try to involve as many people as possible, have a citywide school committee structure that involves parents and students." Examples of optional community school programs are preschool story hours, dramatic arts, and science projects.

"If, in the next few years, we limit education to the four walls of the schoolhouse, the forces that would destroy our freedom will win," warned Ernest O. Melby, visiting professor at Michigan State University. "I see no other way than through the extension of the community. I believe education is the community's prime function."

The clinic was sponsored by A.S.A.A. and the Mott Program of the board of education.



## **NEW**

### **Hobart presents a POWER DICER attachment**

**Here's new versatility** for your Hobart mixer or food cutter—the Power Dicer attachment. Now you can dice vegetables (plus firm fruits like apples) and cut French fries as efficiently as with machines costing hundreds of dollars more!

**You don't sacrifice** valuable work space. This new Power Dicer attaches to your Hobart mixer or food cutter. Stores out of the way when not in use.

**Save time preparing** potato salad and many other items that require diced potatoes, turnips, onions, celery, eggs, etc. Ever try dicing cucumbers—or cheese? Your Power Dicer will encourage new ideas...new combinations.

**Several sizes of grids available**—Readily adapts for 1/2", 3/8", or 1/4" dicing or slicing. Simplified dicer construction makes cleaning fast and easy.

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And it cleans at the same time as it polishes and preserves. Since the treated mop picks up and holds free dust, you won't need sweeping compound.

**What it is.** SUPER FLOOR DRESSING is a light amber liquid with pleasing aroma. Heavy-bodied, slow evaporating, creates no fire hazard. Mops are easily laundered.

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## New Business Post Created in St. Paul

ST. PAUL. — The post of *business executive* has been created here by the board of education in an effort to increase the efficiency of machine accounting procedures.

Filling the new position is Raymond F. Browne, who will supervise budgetary control, establish and control warehouse and equipment inventory records, establish and supervise cost control procedures, and direct and supervise all data processing methods and procedures.

Later he will be responsible for establishing and maintaining mechanization procedures for student census, course selection, class lists, grade reporting, permanent student records, attendance records, and personnel records.

## Manchester New President of State Boards of Education

PHILADELPHIA. — The Associated State Boards of Education in America held its annual meeting here on May 3, the day preceding the opening of the annual convention of the National School Boards Association. The general meeting topic was, "How can the state board of education develop policy which will provide educational leadership?"

At the business session the following officers were elected: chairman of the board of directors, Anna C. Petteys, Sterling, Colo. (former president); president, Robert A. Manchester II, Youngstown, Ohio; first vice president, Henry A. Stewart Sr., Cedartown, Ga.; secretary-treasurer, Edward L. Jennings, Liberty, Tenn.

## Teachers' Salary Schedule Breaks \$10,000 Barrier

WHITE PLAINS, N.Y. — Step by step, teachers in public schools here now can improve their financial well-being from a base of \$5100 to maximum of \$10,700. Under a new schedule that goes into effect July 1, the basic figure applies to the holder of a B.A. degree (or four years' experience). In this category 15 steps lead to a maximum of \$8700. Sixteen additional hours of credit raise the maximum to \$9000, and 30 hours move it up to \$9400.

The base for holders of the M.A. degree provides a \$5500 annual payment, which by 17 steps may be increased to \$9500. Sixteen additional academic hours raise this to \$9800, and a year's further study to \$10,200. Salary for holders of the doctor's degree credit before completing a project ranges from \$5900 to \$10,500 in 20 steps. A teacher with a doctor's degree begins at \$6100, and by 20 steps can increase this to a maximum of \$10,700.



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General Electric is now producing classroom television in large economical quantities... according to the highest quality standards... television that meets every reasonable requirement.

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General Electric television receivers give you the famous "Daylight Blue" picture—sharpest, clearest picture in television. The large, square-corner 23" screen affords easy viewing from any portion of the room, and General Electric's famous Glare-jector cuts glare and screen reflection.

Front-mounted speaker assures clear, loud audio; front controls make classroom adjustment easy.

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General Electric receivers are already in use by many school systems throughout the country, and satisfied users have recommended them highly to other school bodies. These users include such school systems as Louisville, Kentucky; Hagerstown, Maryland; Atlanta, Georgia; Dallas, Texas; the Dioceses of New York and New Jersey, and the New York State Department of Education.

General Electric Instructional Television fully meets the specifications of the Midwest Council on Airborne Television Instruction, as well as those of other educational bodies.

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#### **Lighter, Fidelity Headset Ends Language Student Fatigue**

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Rugged, simple plug-in features mean there are no exposed contacts; nothing to break. Sturdy one-piece construction discourages tampering. Foreign objects cannot be inserted in the set to cause damage. The Magna-Twin will stand the most rigorous use regardless of temperature and humidity changes, vibrations, or shock. The magnetic earphone is moisture and rust proof.

Available with or without microphone, the Magna-Twin is compatible with all applications of electronics language systems presently used in American schools.

#### **Choice of Boom Mounted Microphones**

Essential for proper two way communication between language teacher and student. Easily adjustable boom microphone frees hands for note taking. Microphone stays in proper position regardless of student movement. TELEX boom microphones—reluctance, dynamic, crystal, carbon, ceramic—are completely interchangeable.

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#### **Report From Washington**

(Continued From Page 116)

\$2.4 billion during the next four years for grants and loans for the construction of academic facilities in colleges and universities, for scholarships on the basis of merit and need, and for cash payments to institutions receiving scholarship holders to assist in meeting additional current expenses.

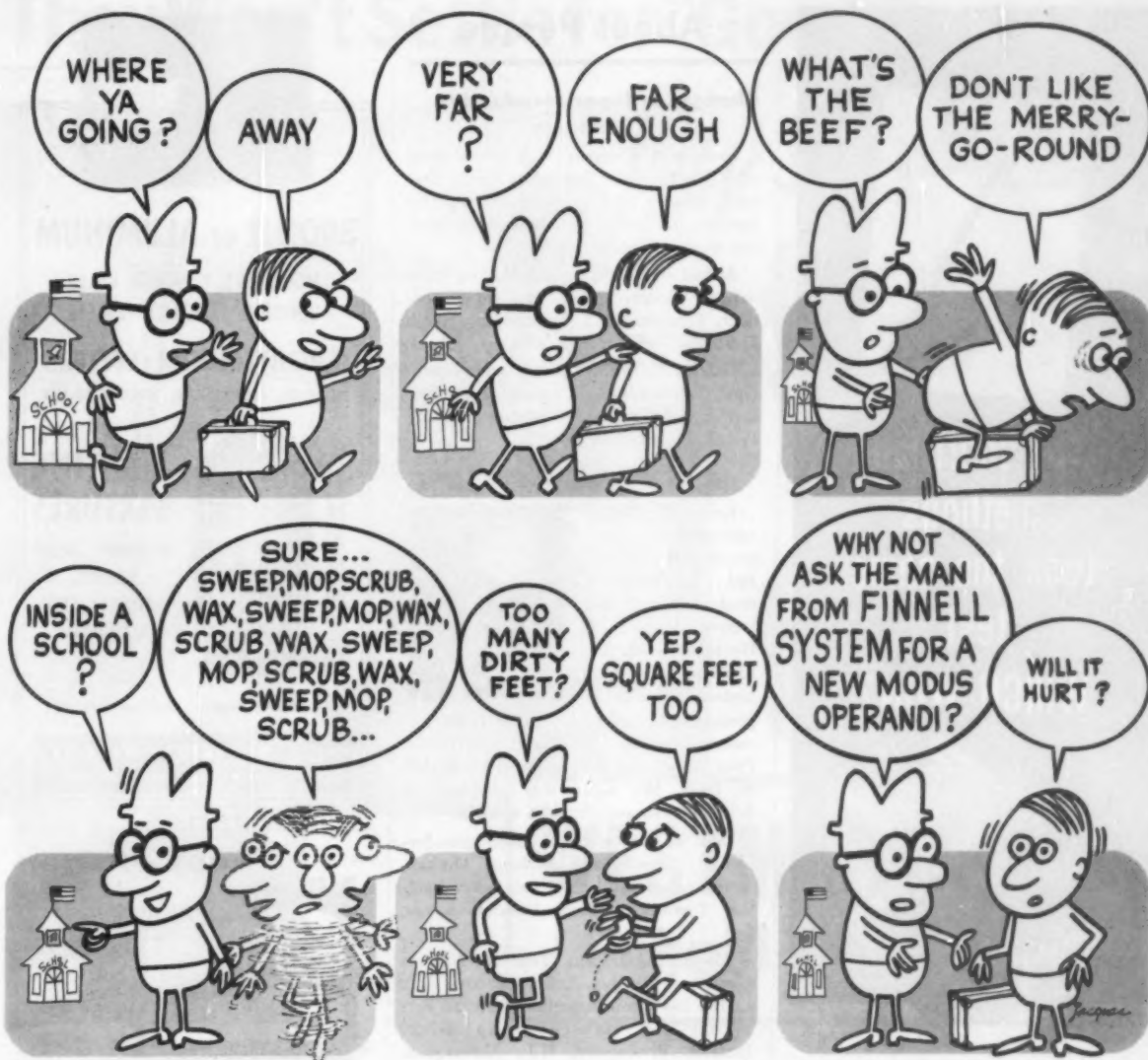
The Kennedy program in higher education has been said to be less controversial than that for the public schools, but controversy has been minimized more by legislative tactics than by the subject matter itself. The Administration's higher education program breaks much new ground. It is far more than a mere extension of current federal aids. For instance, the college loan program has been stamped with the welfare label and is administered in the Home and Housing Finance Agency, while the proposal for federal loans and cash grants for construction of classroom and other facilities is coming through educational channels and raises constitutional questions in the field of education.

There is less controversy about federal funds for scholarships to individuals, but serious questions of public policy and constitutionality center on the payment of \$350 directly to all institutions, including those church-controlled, for each scholar entering them. These go far beyond any precedents set by the G.I. bills since 1945. The House subcommittee has made facilities specifically for religious instruction ineligible, but has not provided for any constitutional test, such as that in the Morse-Clark Bill on private school facilities introduced in the Senate.

The government attorneys have wrestled with these constitutional questions. They say any general grants or loans to private elementary or secondary schools are unconstitutional under the First Amendment, but that the opposite is true in higher education. Their arguments leave an impression of desperate advocacy, occasionally making dogmatic statements that are no more than opinions while omitting demonstrable facts that objectivity demands.

There appears to be no way to get into court to determine constitutionality unless such is specifically provided for, because the 1923 case of *Massachusetts versus Mellon* has held that a federal taxpayer has no standing in court to challenge the federal taxing power. We hope provisions may finally be included for such a test of constitutionality in the higher education bill.

Most states have prohibited public funds for private education through specific constitutional provisions, and the others have achieved similar results through statutes and decisions of public policy in education. ■



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Two years ago, a high school teacher with ten years' experience teaching shorthand conducted a series of tests to determine whether Stenograph Machine Shorthand should be taught in his school. Twenty beginning shorthand students were chosen, given prognostic tests and listed in order of their aptitude. Odd-numbered students were placed in a pencil shorthand group, even-numbered in the Stenograph shorthand group. This study, which follows the progress of each student over a two year period, should be most reading for every interested teacher and administrator. Write for your copy of this comprehensive report.

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## About People

### Changes in Superintendencies NORTHEAST

Norman A. Gathany, high school principal, Bridgewater Township School District, Raritan, N.J., to assistant superintendent in charge of instructional services there, effective July 1.

Arthur B. Shedd, principal, Fox Lane School, Bedford, N.Y., to superintendent, Clarence, N.Y., succeeding Ralph J. Stanley, who retires, effective July 1.

Calbert E. Welliver, high school principal, Pennsville, N.J., to superintendent, Lower Penn Neck School District, Pennsville, effective July 1.

### MIDWEST

Lester L. Grile, administrative assistant, Fort Wayne, Ind., to superintendent there, effective August 1. He succeeds A. T. Lindley, who becomes associate professor of education, Purdue University, Lafayette. Prior to joining the administrative staff in 1955, Mr. Grile was principal of South Wayne and Franklin schools.



Lester L. Grile

Jack L. Davidson, Worthington-Jefferson Consolidated School District, Worthington, Ind., to Salem-Washington Township School District, Salem, Ind.

Theos I. Anderson, Teaneck, N.J., to Cleveland Heights, Ohio, effective July 1. He has been superintendent at Parsippany-Troy Hills Township School District, Parsippany, N.J.; Manasquan, N.J., and Le Roy, Ill.

Doyle O. Carpenter, Onawa, Iowa, to Spencer, Iowa, effective July 1.

William A. Anderson, Clarinda, Iowa, to Cedar Falls, Iowa, effective July 1. He is president of the Iowa Association of School Administrators.

John C. Wargo, high school principal, Rushville, Ill., to superintendent there, succeeding the late Orvall Briggs.

Lee M. Foster, South Haven, Kan., to Bonner Springs, Kan.

William Pietscher, high school principal, Bad Axe, Mich., to superintendent there. He succeeds John W. Simonds, who resigned, after two years there.

James F. Bale, Three Oaks, Mich., to Rockford, Mich., effective July 1.

Joseph Sterling, high school principal, Airport Community School District, Carleton, Mich., to superintendent there, effective July 1. He succeeds Loren E. Eyler, who resigns, after 33 years there.

(Continued on Page 130)



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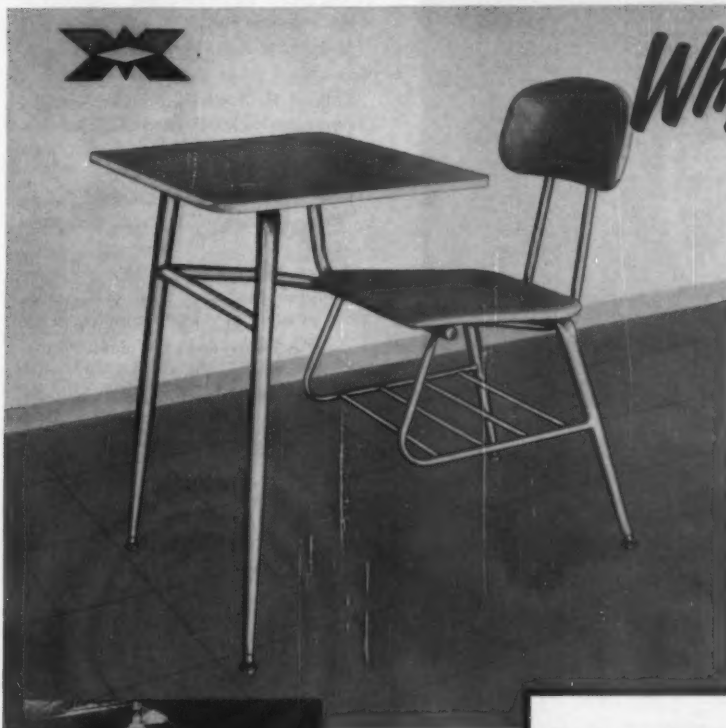
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(Continued From Page 128)

**Clarence C. Mason**, assistant, department of vocational education and practical arts, University of Michigan, Ann Arbor, to superintendent, Coleman, Mich., effective July 1.

**Alex M. Nelson**, Richmond, Mich., to Menominee, Mich., effective July 1.

**Eugene N. Spencer**, Standish-Sterling Community School District, Standish, Mich., to Clawson, Mich., effective July 1.

**John F. Rinehardt**, Mansfield, Ohio, to Plainedge School District, Bethpage, N.Y.

**Robert McConeghy**, field representative of the Michigan Education Association, to superintendent, Romulus, Mich.

**H. P. Edmondson**, Walnut Grove, Mo., to Steelville, Mo.

**Roy Clemons**, administrative assistant, St. Charles, Mo., to superintendent there, succeeding **Stephen Blackhurst**, who retires.

**Elmer W. Corbit**, Byron, Neb., to Battle Creek, Neb.

**Mel Everingham**, Beatrice, Neb., to Ottumwa, Iowa, effective July 1.

### SOUTHEAST

**John W. Saunders**, principal, Shady Spring High School, Beaver, W. Va., to superintendent, Raleigh County, Beckley, W. Va., effective July 1.

**J. B. Hodges**, coordinator of instruction, Greenville County, Greenville, S.C., to superintendent, School District No. 5, Anderson, S.C., effective in September.

**Henry L. Sneed Jr.**, Area No. 1, Bennettsville, S.C., to School District No. 1, Florence, S.C., effective July 1.

**Everette M. Dean**, assistant superintendent, School District No. 1, York, S.C., to superintendent, Pamplico, S.C., effective July 1.

**Edward E. Brickell**, principal, Oscar Frommel Smith High School, South Norfolk, Va., to superintendent, South Norfolk.

**Earl Funderburk**, New Hanover County, Wilmington, N.C., to Fairfax County, Fairfax, Va., effective July 1. He is a member of the N.E.A. executive committee.

**Andrew G. Wright**, director of instruction, Greenville County, Emporia, Va., to superintendent there, succeeding **E. R. Riedel**, who retires, effective July 1.

**Benjamin F. Carpenter**, principal, Goochland High School, Goochland, Va., to superintendent, Goochland County, Goochland.

### SOUTH CENTRAL

**M. N. Williams**, high school principal, Clinton, La., to superintendent, East

(Continued on Page 132)

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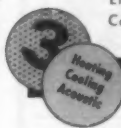


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(Continued From Page 130)

Feliciania Parish School District, Clinton, effective July 1. He succeeds P. H. Dupuy, who retires after 36 years there.

James K. Crouch, high school principal, Tecumseh, Okla., to superintendent there, succeeding Ralph Spencer, who goes to Pottawatomie County, Shawnee, Okla.

#### WEST

Earle W. Schafer, Fairview, Mont., to Joint "A" School District, Jerome, Idaho, succeeding W. V. Olds, who resigned.

Charles W. Lafferty, Oak Park, Ill., to Fairbanks, Alaska, effective July 1.

Wendell Wozencraft, acting superintendent, Alhambra School District, Phoenix, Ariz., to superintendent there.

Dale R. Gibson, assistant superintendent, Union High School, Florence, Ariz., to superintendent there, succeeding William C. McConnell, who goes to Coolidge, Ariz., effective July 1. He succeeds Paul C. Campbell, who resigned.

Max M. Snyder, assistant superintendent in charge of educational services, Inglewood, Calif., to superintendent, Pullman, Wash.

Melville J. Homfeld, Menlo Park, Calif., to Elementary School District, Livermore, Calif., effective July 1. He succeeds Joe Mitchell, who retires after 17 years as superintendent there. Homer A. Alderman, principal, Fremont Elementary School, Menlo Park, Calif., to superintendent, Brentwood, Calif., effective July 1. He succeeds Darrell A. Smith, who resigns after nine years as superintendent there.

Don Eddie, City Elementary School District, Watsonville, Calif., to Union Elementary School District, Los Gatos, Calif.

C. Thomas Hosley, principal, Atwater High School, Union High School District, Merced, Calif., to Joint Union High School District, Paso Robles, Calif., effective July 1.

Forbes Bottomly, director of research, Spokane, to superintendent, Jefferson County School District R-1, Lakewood, Colo., effective July 1.

S. Clay Coy, Worland, Wyo., to Polson, Mont.



Jack F. Parker, assistant superintendent in charge of instruction, Oklahoma City, to superintendent there, succeeding Melvin W. Barnes, who goes to Portland, Ore., effective July 1. Dr. Parker joined the Okla-

(Continued on Page 134)

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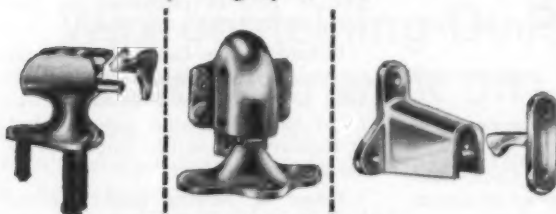


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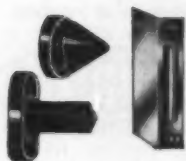
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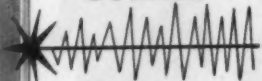
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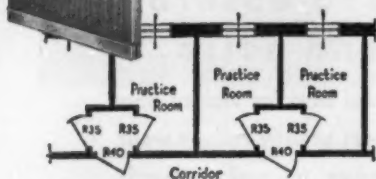
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(Continued From Page 132)

homa City school system as a high school science teacher. He also has served as principal, Webster Junior High School, there. He was appointed assistant superintendent in 1959. Dr. Barnes came to Oklahoma City in 1950 as assistant superintendent in charge of secondary education. He also was director for the University of California extension service in San Diego, Calif., responsible for public school adult and junior college programs.



Melvin W. Barnes

### Other Appointments . . .

George B. Cox, superintendent, Choc-taw, Okla., to head of the teacher placement department, Central State College, Edmond, Okla.

R. Freeman Butts, William F. Russell professor in the foundations of education, Teachers College, Columbia University, to director of international studies there.

Arthur E. Wright, superintendent, School District Nos. 4 and 224, Barrington, Ill., to superintendent, Illinois Industrial School for Boys, Sheridan.

Jack D. Rees, elementary school superintendent, Hayward, Calif., becomes associate state executive secretary, California Teachers Association, effective July 1.

Jack K. Acree, superintendent, Cartersville, Ga., has become executive secretary of the Georgia School Boards Association.

### Resignations . . .

Lyle K. Ward, Astoria, Ill., effective September 15, after 10 years as superintendent there.

Harmon Groesbeck, superintendent, Payette, Idaho.

William B. Bell, superintendent, Smackover, Ark.

Thomas U. Wells, superintendent, Mountain View, Ark.

George P. Callan, Miller County, Colquitt, Ga., after eight years as superintendent there.

William R. Kirkman, Monroe, N.C. He has served as superintendent there since 1932.

Clifford W. Parliment, superintendent, Ridgefield, N.J.

R. E. Slayton, superintendent, Independent School District, Longview, Tex.

Matt E. Noble, superintendent, Kenedy, Tex.

Elwood Egelston, superintendent for eight years, St. Helens, Ore., effective at the end of the school year.

William J. Harmon, Clarkston, Wash., effective at the end of the school year. He has served as superintendent there for 14 years.

Herman F. Jaeger, superintendent for 10 years, Pasco, Wash.

### Retirements . . .

Carl F. Lindstol, superintendent for 33 years, Revere, Mass., effective August 1. He began service with the district in 1921 as a teacher.

Wallace E. Lamb, Hicksville, N.Y., effective July 1, after six years as superintendent there.

Edward G. Stapleton, Baltimore County, Baltimore, effective August 1, after 12 years as superintendent there. He has served the county school system since 1920.

### Deaths . . .

Max Merton Appleby, 49, assistant superintendent, Acalanes Union High School District, Lafayette, Calif.

R. Virgil Rohrbough, 59, state superintendent of schools, West Virginia State Department of Education, Charleston, after five years there. He began teaching in the state's public schools in 1921.

W. Aaron Brien, 54, executive secretary, division of teacher certification, Illinois State Office of Public Instruction, Springfield, after two years there. Prior to this appointment he was superintendent at Cahokia Commonfields School District, East St. Louis, Ill., for eight years.

Reginald James Wallis, 61, superintendent, Chippewa County, Sault Ste. Marie, Mich.

Norma N. Shelton, 60, superintendent for one year, Randolph County, Huntsville, Mo.

Allen Harrison Hughey, 79, superintendent from 1919 to 1951, El Paso, Tex. In 1925 he established the first vocational high school in Texas.

Richard Watson Copeland, 64, director for 12 years, Virginia State Department of Welfare and Institutions, Richmond. He was a former superintendent at Hopewell, Va., and for Prince George County, Prince George, Va.

Robert M. Newton, former superintendent, Elizabeth City School District, Hampton, Va.

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### JUNE

14-18. American Driver Education Association, Miami Beach.

18-22. National Association of Student Councils, Oklahoma City.

25-30. National Education Association, Atlantic City.

### JULY

30-Aug. 3. American School Food Service Association, Denver.

### AUGUST

20-25. National Conference of Professors of Educational Administration, Berkeley, Calif.

### SEPTEMBER

29-Oct. 4. Department of Rural Education, N.E.A., Pittsburgh.

### OCTOBER

2-6. National Council on Schoolhouse Construction, Atlanta.

7-12. Association of School Business Officials of the United States and Canada, Toronto.

### NOVEMBER

22-25. National Council for the Social Studies, Chicago.

### FEBRUARY

14-17. American Association of Colleges for Teacher Education, Chicago.

17-21. American Association of School Administrators, Atlantic City.

24-28. National Association of Secondary School Principals, St. Louis.

### MARCH

4-8. Association for Supervision and Curriculum Development, N.E.A., Las Vegas, Nev.

25-29. National Science Teachers Association, San Jose, Calif.

25-30. Department of Audio-Visual Instruction, N.E.A., Kansas City, Mo.

26-30. Department of Elementary School Principals, N.E.A., Detroit.

### APRIL

11-15. National Association of Women Deans and Counselors, Chicago.

15-18. National Council of Teachers of Mathematics, San Francisco.

24-28. Council for Exceptional Children, Columbus, Ohio.



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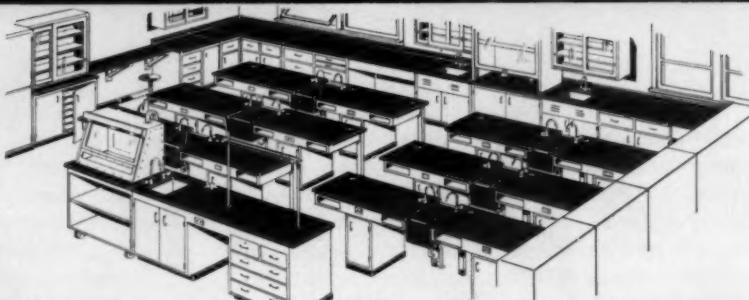
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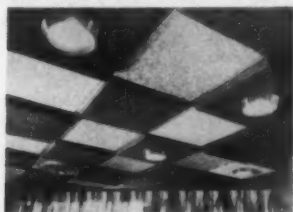
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Edited by BESSIE COVERT

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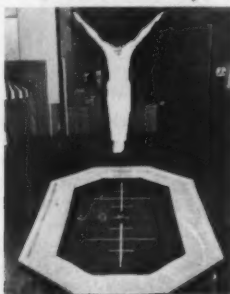


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For more details circle #721 on mailing card.

### PBX Dictation System Introduced by IMB

The IBM "Executary" dictation equipment employs fully transistorized products, with recording done on a reusable magnetic belt. The belt holds 14 minutes of recording and can be mailed, filed or stored. The new system can be connected to any automatic dial PBX or PAX switchboard through telephone company furnished links. Operation is controlled through a regular dial telephone, eliminating the need of additional desk instruments for dictation. The system is voice actuated, and by dialing a pre-assigned set of numbers, an individual can dictate to a

## WHAT'S NEW for Schools

remotely located dictation unit. Features include automatic erasure and unlimited review of dictated material to permit er-



ror-free dictation. International Business Machines Corp., 545 Madison Ave., New York 22.

For more details circle #722 on mailing card.

### Dolanite Floor Finish Available in Free Trial Kit

Dolanite, a new Polymer Gel Floor Finish, cleans and polishes in one operation, requires no mixing and needs no drying time because it offers waterless maintenance for all types of flooring. Certified slip resistant, waterproof and non-yellowing, Dolanite is available in a free trial kit, which contains one pint of the product with one long-lasting Dolan Drypad. Dolan Maintenance Products Co., 805 E. 139th St., New York 54.

For more details circle #723 on mailing card.

### HeyWoodite Study Top Unit Is Ruggedly Constructed

Rugged construction, uncluttered design, and HeyWoodite solid plastic seat,



back and desk top are features of the new study top unit by Heywood-Wakefield. The large diameter tubing is reinforced at the bends and points of greatest stress with a smaller diameter tube inside. The base is chromeplated and the Heywoodite parts are available in four colors. It is offered with a bookbox instead of the study top, if desired. Heywood-Wakefield Co., Gardner, Mass.

For more details circle #724 on mailing card.

(Continued on page 140)

### Wide-Louver Verticals for Large Window-Walls

Aluminum Wide-Louver Verticals for large window-wall areas and curtain wall construction are added to the Flexalum line of window-treatment materials. The



3 3/8 inch aluminum louvers are well proportioned and present a tailored appearance in modern buildings. The reflective properties of aluminum provide a year-round thermal curtain, reflecting solar heat in summer and preventing radiation from large glass areas to improve comfort and reduce heating costs in the winter. The baked enamel finish and vertical position make the louvers virtually dustproof and easy to maintain. They can be rotated to any position for privacy and light control, or drawn back compactly for access to the window. Hunter Douglas Div., Bridgeport Brass Co., 30 Grand St., Bridgeport 2, Conn.

For more details circle #725 on mailing card.

### Adjustable Fiber Glass Chair for Biology and Other Sciences

The Adjustrite mechanism, which permits the user to obtain any desired height from 18 through 2 inches by simply lifting the seat of his chair, is built into a new fiber glass chair developed especially for use in biology and other science rooms. The one-piece molded seat and back, available in five standard colors, is designed for comfort and the base is



available in cast iron or tubular steel. Ajusto Equipment Co., Bowling Green, Ohio.

For more details circle #726 on mailing card.

### Thermo-Fax Copies Now in Permanent Form

New copy papers will now make black-on-white permanent reproductions in any Thermo-Fax Copying Machine at less than two cents per copy. Two unique papers team together for the new process, Thermo-Fax Type "A" Pink Systems Paper and Type "B" White Systems Paper. The new method requires no inks, stencils, special equipment or trained operators, according to the announcement. Minnesota Mining & Mfg. Co., 900 Bush Ave., St. Paul 6, Minn.

For more details circle #727 on mailing card.

### Liquid Bowl Cleaner In Plastic Container

Huntington Liquid Bowl Cleaner is now available in a safe, non-breakable, one-quart plastic container. The re-formulated cleaner now has a pleasant fragrance and a yellow-pink color that keeps bowls sparkling clean. Huntington Laboratories, Inc., Huntington, Ind.

For more details circle #728 on mailing card.

### Series of Swing Lathes Provides Instant Speed Adjustment

Featuring a variable speed drive of 40 to 1400 rpm, the new series of 14-inch Swing Lathes provides instant speed adjustment without shifting the belt. Lathes have 14 5/8-inch swing over beds, nine-inch swing over saddle cross slides center distances of 28 inches, and two preci-



sion ground V-ways and flat ways. Models are available with 2 1/4-inch eight-thread spindle and L-00 spindles, and with either standard or hardened beds. Logan Engineering Co., 4901 W. Lawrence Ave., Chicago 30.

For more details circle #729 on mailing card.

### Space Saver Table For Elementary Classrooms

Designed to provide maximum floor space utilization in kindergarten and elementary classrooms. Table No. 4242 is equipped with four book compartments. The group table gives nine square inches more of writing area per student than individual units, and permits easier group instruction and study. Made of selected



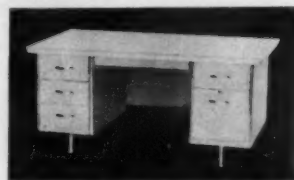
Appalachian beechwood, the table has a plastic laminate top and is sturdily constructed. Standard School Equipment Co., Siler City, N. C.

For more details circle #730 on mailing card.

### Two Teachers' Desks Added to Scholarcraft Line

Scholarcraft school furniture has added two new models to its line of teachers' desks. One is a single pedestal desk with a NEMA-approved 30 by 48-inch plastic top, which is laminated to a 13-ply birch core with an added drop edge. The other new desk is a double pedestal model with a 30 by 60-inch NEMA-approved plastic top laminated to a 13-ply northern hard-

wood core and added drop ledge. The second model is available with three standard single desk drawers per pedestal or one standard single desk drawer, and a double file drawer. Both feature heavy gauge steel tubing legs finished in metallic bronze, green or chrome. Southeastern



Metals Co., 3925 N. 29th St., North Birmingham 7, Ala.

For more details circle #731 on mailing card.

### Score Gymnasium Finish Is Non-Yellowing

A gymnasium may be completely refinished in two days with Score, a new colorless gymnasium finish that does not yellow or darken floors, even when exposed to sunlight. Durable and burn resistant, Score does not crack or peel, and dries rapidly. J. I. Holcomb Mfg. Co., Inc., 1600 Barth Ave., Indianapolis 7, Ind.

For more details circle #732 on mailing card.

### Low-Cost TV Tape Recorder Plays Back Both Image and Sound

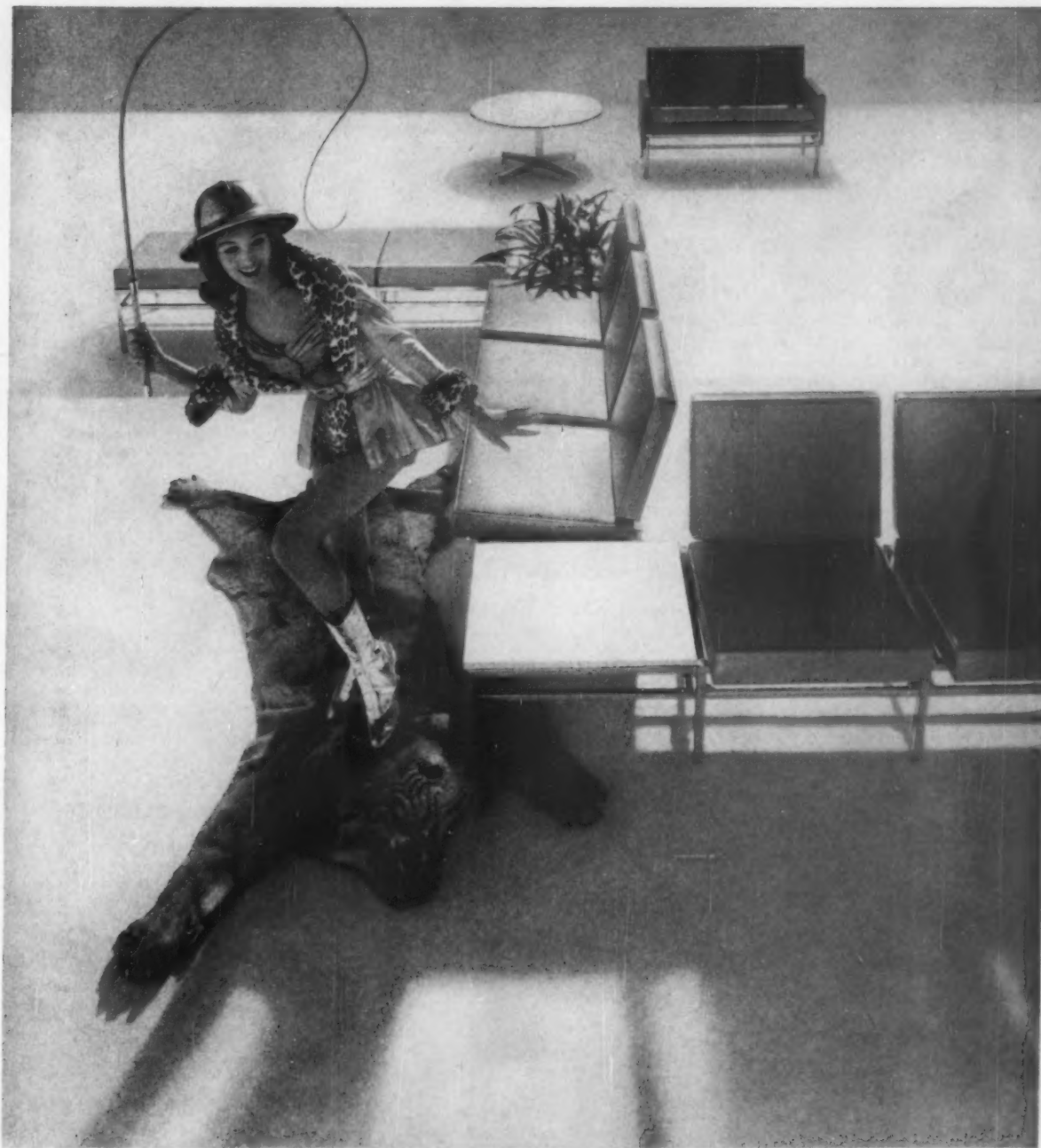
The new Ampex VR-8000 television tape recorder, designed for closed-circuit application in education, is a low-cost unit that can record both image and sound and play it back at any time. Its design and construction make handling and function so simple that untrained teachers and other personnel can use it easily. The VR-8000 was expressly designed to provide an economical, flexible and reliable means of



storing reproducing televised material, and also offers a practical method for multiplying the value of an instructor through TV tape recording of lessons and other instruction, and for extending the effectiveness of teaching of all kinds via closed-circuit television. The stored television lessons can be played back immediately when needed in their natural electronic TV form, with low storage cost and acceptable picture and sound quality. Material recorded by the VR-8000 may be live production, film slide, incoming broadcast or from another VR-8000. Tapes made on a VR-8000 may be played back on any other VR-8000 in any location. Ampex Video Products Co., P.O. Box 3000, Redwood City, Calif.

For more details circle #733 on mailing card.

(Continued on page 142)



### TAME LOUNGE SEATING PROBLEMS WITH ROYAL



Complete the reception scene with the practical beauty of this handsome ROYAL desk and chair.

Viscount Modular Reception Seating lends decorative distinction to the most unruly seating problem. Individual ensembles can be tailored to suit decor as well as space needs. Starting with an individual chair, ottoman, table, or planter—additional units may be added in any combination, in either direction, to any length. Hidden bolts join all units to form single, rigid groupings that are built to stay attractive, comfortable and beautiful. That's why Viscount Modular by Royal has become the country's premier lounge furniture. Find out more about Viscount. Write for full information today. ROYAL METAL MFG. CO., Dept. 42-F, One Park Ave., N. Y. 16. In Canada—Galt, Ont. SHOWROOMS: New York, Chicago, Los Angeles, San Francisco, Seattle; Galt, Ont.

**Royal**  
RECEPTION SEATING

### Lightweight Spotting Belt For Rebound Tumbling

A newly designed, lightweight spotting belt is introduced for spotting in rebound



tumbling, apparatus work and ground tumbling. Adjustable to fit every size waist, it allows the performer complete freedom of movement in all activities. It is constructed of strong, safety belt nylon webbing, with cushioned hip pads to prevent chafing. Four-foot suspension ropes for hand spotting have loops that can be connected to overhead spotting apparatus if desired. Nissen Trampoline Co., 930 27th Ave., S.W., Cedar Rapids, Iowa.

For more details circle #734 on mailing card.

### 19 Additional Patterns in Textolite Plastic Surfacing

Ranging from dark to light colors and from plain tones to wood and marbled effects, the 19 new Textolite patterns offer unlimited opportunities in design application. The high-pressure plastic laminate material is not only sturdy enough to resist damage when used for desk tops, but

makes attractive and cheerful wall surfacing for corridors, washrooms, food service and entrance areas, and other sections of the school where imperviousness is an asset. Textolite is cleaned by merely wiping with a damp cloth and the cheerful colors and designs do not deteriorate with age. General Electric, Coshocton, Ohio.

For more details circle #735 on mailing card.

### Reach-In Refrigerators In Choice of Finish

New self-contained and remote reach-in refrigerators are available with either porcelain or stainless steel exterior and interior finishes or with stainless steel exterior and porcelain interior. A choice of door



arrangements is offered and the units are available in several sizes. New features include front corners and ends which can be individually removed and replaced in case of damage and triple Thermopane on all glass doors. McCray Refrigerator Co., Inc., Kendallville, Ind.

For more details circle #736 on mailing card.

### Howell Stacking Arm Chair Is Strong and Comfortable

Welded one-piece frame of square tubular steel finished in a satin chrome semi-gloss surface in a simple line design



gives strength to the new Howell stacking arm chair. Poly foam cushioning in seat and back is covered with Naugahyde vinyl upholstery in a choice of colors. Abrasion and scuff resistant, it will not stiffen or crack and is easily washed with soap and water. The sturdy, comfortable chair has wall-saver back legs. The Howell Co., Contract Dept. NS, St. Charles, Ill.

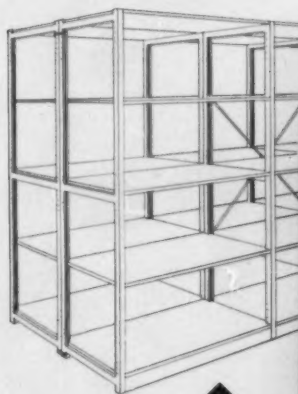
For more details circle #737 on mailing card.

### "Met-L-Pak" Faucet Control Guaranteed for Five Years

The Met-L-Pak faucet control cartridge uses no washers, packing or threads, yet provides total, friction free shut off. Unconditionally guaranteed by the manufacturer for five years, the fully tested unit operates smoothly and efficiently under any water pressure. Universal-Rundle Corp., New Castle, Pa.

For more details circle #738 on mailing card.

(Continued on page 144)



VERSATILE LUNDIA may be set up for storage in depth or in double decks. LUNDIA goes around corners, too!

## prefabricated : adjustable WOOD STORAGE SHELVING



1 Using common tools, team of inexperienced men erect 448 sq. ft. of prefabricated and adjustable LUNDIA storage shelving in continuous wall run.



2 37 minutes later . . . shelves are loaded with stock. All shelves, regardless of size, hold 500 lb. loads and are adjustable, at 2" intervals, without tools. 48 different combinations of depth, height and width.



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The first trademark registered drum design in our industry—the blue and white

checkerboard container—for generations has protected users with the promise—"You Know it's Right if it Comes in the Checkerboard Drum."

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BRANCHES AND WAREHOUSE STOCKS IN PRINCIPAL CITIES

### Fire Alarm Station Is Positive and Foolproof



The new Flexalarm Century Non-code Fire Alarm Station is shock and vibration resistant and fills the need for a small emergency signalling station which is positive and foolproof. Operation of the station is single action. Pulling the bullseye alarm lever forward transmits the alarm and locks the signal in "out" position until reset by an authorized person. The unit, designed for interior use, is constructed entirely of die-cast aluminum with fire alarm red glass enamel finish. Gamewell Co., 1238 Chestnut St., Newton Upper Falls 64, Mass.

For more details circle #739 on mailing card.

### Koncept-O-Graph Teaching Machine Handles All Program Forms

All forms of programs based on the B. F. Skinner concept, including single printed sheets, folded strip programs or the long roll type, can be used with the newly developed Koncept-O-Graph teaching machine which sells at an unusually low price. A simple knob moves the pro-

gram past a four by eight-inch window and automatically feeds consecutive pages without interruption. The machine snaps open for inserting program sheets and the student works at his own speed while the completed pages remain inside the machine until taken out for review by the teacher. A detachable answer unit works



in synchronization with the basic unit and can be positioned for either right or left handed students. Koncept-O-Graph Co., 179 Berkeley St., Rochester, N.Y.

For more details circle #740 on mailing card.

### Elementary Science Kit For Experiments With Sound

Containing complete equipment for over 15 clearly illustrated demonstrations, the new Beckley-Cardy Science Kit on Sound teaches how sound is made and how it travels. It is designed for use by elementary teachers without science background and includes a comprehensive illustrated manual with step-by-step instructions. Beckley-Cardy, 1900 Narragansett Ave., Chicago 39.

For more details circle #741 on mailing card.

### Fuel Cell Demonstration Kit Produces Electricity

Developed in response to requests from science teachers, the Allis-Chalmers Fuel Cell Demonstration Kit produces electricity from chemical reactions. It is designed primarily as a teaching aid for secondary schools and includes full teaching information. Allis-Chalmers Mfg. Co., Box 512, Milwaukee 1, Wis.

For more details circle #742 on mailing card.

### Tri-Dolly Mopping Team For Efficient Maintenance

The new Tri-Dolly mopping team features automatic and controlled changing



of solution and rinse water, and components which can be used individually for any floor cleaning requirement. Floor pick-up is never added to buckets containing solution and rinse water, thus eliminating contamination. The low-cost unit consists of the new Tri-Dolly Bucket Truck, two Squeeze-Easy mop wringers and new round Measurite Bucket. Market Forge Co., Everett 49, Mass.

For more details circle #743 on mailing card.

(Continued on page 146)

## Bally walk-ins

Aluminum or steel sectional construction

coolers

freezers

or combinations

COMPLETE REFRIGERATION  
SYSTEM ON 14" x 46"  
PANEL AVAILABLE  
FOR MANY SIZES  
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Sanitary! Strong! Efficient! You can assemble any size cooler, freezer or combination in any shape from standard sections. Add sections to increase size as your requirements grow. Easy to disassemble for relocation.

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Just count the clicks!

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Fewer wearing parts

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GREATER SECURITY  
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Every lock is registered

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*The underwood TOUCH-MASTER FIVE standard typewriter provides a touch so light and responsive that students make better-than-average progress, in a machine sturdily constructed to withstand the hard knocks of classroom use. So light is the Touch-Master Five's touch that students trained on this machine adjust quickly to electric machines when entering business offices. Among its advanced features are:*

**Instantly responsive touch tabulation ■ Balanced margin indicators ■ Paper centering, title-heading centering and aligning scales ■ Exceptionally light, fast carriage return ■ Fast, simplified ribbon changing (without touching the ribbon).**

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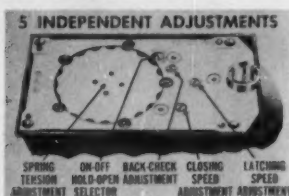
*Please send me literature on the new Underwood standard and electric typewriters, and my free copy of the newly revised "History of Typewriting," without obligation.*

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School.....

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## Floor-Installed Door Mechanisms Have Five Built-In Controls



Rixson No. 27 and No. 28 newly designed and engineered floor-installed door control mechanisms feature five separate built-in door controls, each conveniently adjustable at any time after installation. The mechanisms are built for heavy duty on single acting entrance vestibule, and heavy interior doors, and separate adjustments change the door's closing speed from slow to fast and the latching pressure from firm to gentle. Controls are available for hold-open or non-hold-open in varying forms. **Oscar C. Rixson Co., 9100 W. Belmont, Franklin Park, Ill.**

For more details circle #744 on mailing card.

lation features hot and cold valves for each shower head, enabling users to regulate water temperature independently of each other. The new shower heads are vandal-proof and provide for as much as 15 degrees in angle change of water spray through a simple adjustment. As there are no corners, maximum cleanliness and sanitation are assured while janitorial labor is



reduced. **Bradley Washfountain Co., 2203 W. Michigan St., Milwaukee, Wis.**

For more details circle #745 on mailing card.

flight link conveyor which moves at an adjustable five to seven feet per minute. Delrin acetate resin or Delrin-tipped stainless steel links are used in the conveyor belt. The multiple-tank machine is designed for use in school, hospital and other institutional kitchens serving up to 1350 persons per meal. **The Hobart Mfg. Co., Troy, Ohio.**

For more details circle #746 on mailing card.

## Malt and Shake Dispenser Has Large Capacity

The Rehco Malt and Shake Dispenser is a stainless steel unit designed for fast operation. Using ice cream or ice milk, it makes from 32 to 35 sixteen-ounce malts or shakes with one filling. No water or drain pipes are required as the unit plugs into any 110-volt outlet. Malts can be



drawn ahead of rush hours and stored for two hours, and the dispenser can be refilled before one batch is exhausted. The unit is easily cleaned, compact and convenient to use. **J. T. Scott & Co., 401 N. Brand Blvd., Glendale, Calif.**

For more details circle #747 on mailing card.

## Column Showers Serve Five Students at Once

Stainless steel column showers provide savings in material, space and installation costs because they serve as many as five students with only three plumbing connections, two supplies and one drain. Standard equipment includes shower heads, control valves, soap tray, drain casting and cover for column tap. The low-cost instal-

## Flight-Type Dishwasher in 18-Foot Size

A specially designed six-foot center section for washing and rinsing operations is incorporated into the Model FT-18 Hobart 18-foot flight-type dishwasher. The four-stage machine also has a six-foot loading and scrapping section and a six-foot drying and unloading extension. It is built of heavy gauge stainless steel with

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ON STAGE  
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Practical in size... Big in volume... Superior in tone and action... Distinctive in styling

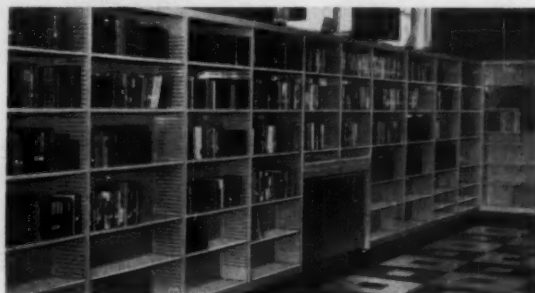
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**Mason & Hamlin**



Full Specifications on Request, East Rochester, N. Y.

## INTERIOR STEEL BOOKSHELF UNITS



### Useful features

Designed to solve storage problems, Interior Steel Bookshelf Units are attractive yet thoroughly practical. Shelves are quickly adjustable to meet each individual book requirement. Locking lugs prevent accidental shelf removal. No bolts or screws to unfasten for rearrangement of shelves. Units supplied with back or sway braces. 84" or 90" standard heights, 36" W x 9 1/2" D.

- shelves adjustable on 1" centers.
- raising front of shelf disengages lock.
- no bolts to unfasten when rearranging shelves.
- design permits easy removal of end books.

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LOCKERS — STEEL SHELVING — BENCHES  
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### Wood Carvings of Famous Men Available as Memorials

Offered as class memorials and for other uses in schools is a line of wood carvings of six famous men of history. Carved in natural finished hardwood, each head is mounted on a 17 by 27-inch frame, ready for hanging, and has a solid bronze plaque for presentation inscription.



Available are plaques of George Washington, Thomas Jefferson, Abraham Lincoln, Franklin Roosevelt, Robert E. Lee and Pope John XXIII. American Seating also offers to custom carve other profiles if desired. Also offered for class memorials is a birch speaker's stand of modern design and a hardwood Memorial Trophy Case with locking sliding glass doors. American Seating Co., Grand Rapids 2, Mich.

For more details circle #748 on mailing card.

### 1961 Collier's Encyclopedia Is 20-Volume Reference

Election results and census figures are included in the 1961 Collier's Encyclopedia recently released. The 20-volume general reference work contains 140 new pages, 225 new or revised articles and some 250 new illustrations. More than 50 authorities have joined the list of contributors, raising the total to nearly 2600, and the new edition contains articles on the turmoil in Africa, on space exploration, and on international banks and funds recently headlined in the gold crisis. P. F. Collier, Inc., Div. of Crowell-Collier Pub. Co., 640 Fifth Ave., New York 19.

For more details circle #749 on mailing card.

### Coded Fire Alarm Station for Many Alarm Systems



Designed to suit the requirements of many different fire alarm systems, the compact Couch single action Coded Fire Alarm Station offers a wide variety of contact configurations. Featuring adjustable timing, easy replacement of code wheel, replacement of glass rod from the front of the station, and die cast zinc case, the equipment has Underwriter Laboratories approval. S. H. Couch Co., Inc., 3 Arlington St., North Quincy 71, Mass.

For more details circle #750 on mailing card.

(Continued on page 148)



## Cleans without scratching

Here's a dual formula powder that removes stains, burnt-on food, oxidation from stainless steel and copper. Cleans better than cream, without scratching, and polishes, too—at a much lower cost. Convenient 19-oz. shaker can. A full line of Babbitt products is available through your sanitary jobber.



**If it needs cleaning  
... it needs Babbitt**

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SPLEN-DOORS are attractive, economical and sound retarding. They withstand more abuse and stack in less space. SPLEN-DOOR accordian type folding doors are available in any width. To 30' high in aluminum. To 12' high in roll formed steel. Many architects specify SPLEN-DOORS.

♦ In gymnasiums, divide the large area for simultaneous use by boys and girls.

♦ In chemistry and physics laboratories, separate laboratory from classroom for better study habits.

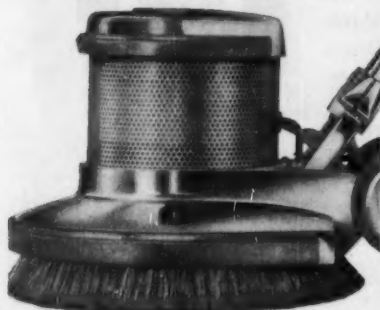
♦ In cafeterias, separate serving counters from dining area, eliminate noise and confusion.

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**SPLENDOR CORPORATION**, 501 NEW YORK AVE. NEW CASTLE, IND.

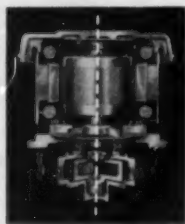
*This floor machine*  
**WILL  
NOT  
OVERHEAT  
-EVER!**

Use it continuously  
at overloads  
on the  
toughest jobs



**NO ON-THE-JOB BREAK-DOWNS** with the **TORNADO 280 Series** floor machine. Its specially engineered motor works on the most grueling jobs, as long as you care to run it, with absolutely no overheating...no motor burnout...no lost manhours.

**CONCENTRIC ACTION**...all weight is distributed perfectly down the machine's center of gravity. Power moves directly, evenly to the work surface. Machine bucking, whipping and operator fatigue are eliminated.



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☐ Please send **FREE BROCHURE** on 280 Series Floor Machine.  
☐ Would like to see demonstration.

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**Improved Filmstrip Viewer  
Operates In Full Daylight**

Model 576-48A is a completely self-contained single frame 35mm filmstrip viewer which makes it possible to view filmstrips without darkening the room, setting up a

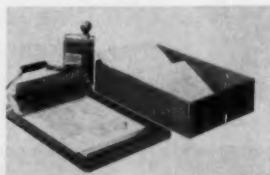


screen or even rewinding film. The machine projects a brilliant, clear picture on its own seven by nine-inch screen. Light in weight, the portable viewer closes up into its own attache-type case. DuKane Corp., St. Charles, Ill.

For more details circle #751 on mailing card.

**Portable Spirit Duplicator  
Has Storage Carrying Case**

The same process employed in larger spirit duplicators is used in the new Master Portable Spirit Duplicator. The sturdy

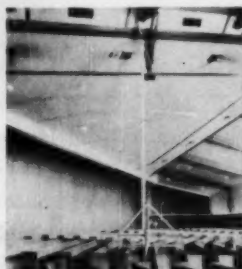


carrying case for easy portability also stores paper when the machine is in use. Operation is simple and easy and the unit is available in two sizes. Master Addresser Co., 6500 W. Lake St., Minneapolis 26, Minn.

For more details circle #752 on mailing card.

**Telescoping Work Platform  
Simplifies Overhead Maintenance**

A telescoping work platform that bridges over fixed auditorium seating is available for overhead lamp replacement and spot maintenance. Instantly adjustable legs compensate for the slope in auditorium



floors so that the work platform is level and firmly supported at all times. The all-aluminum unit telescopes and tilts down for rolling through standard doorways. Up-Right Scaffolds, 1013 Pardee St., Berkeley, Calif.

For more details circle #753 on mailing card.  
(Continued on page 150)

**Midwest**  
**PRODUCTS**  
DESIGNED FOR  
**SCHOOLS**  
WITH  
MULTI-PURPOSE  
ROOMS!



**DU-HONEY 312  
TABLE-BENCH  
COMBINATION**

Easy to store! Easy to fold and unfold! Easy to clean! Built for years of rugged service. Seats 16 comfortably.

**DU-HONEY 112  
PORTABLE-FOLDING  
TABLE-UNIT**



Has the Exclusive "Piggy Back" Storage Feature. A Table that can change your multi-purpose room into a cafeteria, classroom or lecture hall in seconds. With the "Piggy-Back", your 12 standard folding chairs store right with the table.



**DU-HONEY 512  
FOLD-AWAY  
ROLL-AWAY  
TENNIS TABLE**

Features the "Hide-Away" Net. A quality champion built for championship play. Store it in a closet! Glide it into place! Open with "feather touch"...and you're ready to play. Regulation net stores inside table in tucked position and extends to official width when opened.

**PEDESTAL LEG  
FOLDING  
TABLE**



Plenty of leg room with the "Off-Center" leg principle, which adds seating to ends. Lightweight, sturdy, folds compactly for easy stacking.



**CADDIES  
FOR CHAIRS-TABLES**

The fast, easy, safe way to handle folding chairs and tables. Durable construction engineered for years of efficient service.

**FOLDING  
CHORAL  
RISERS**



Easy folding! Compact storage! Designed for beauty and strength!



**PORTABLE  
PLATFORMS &  
BANDSTANDS**

Sturdy, durable! Compact folding! Ideal for music and band rooms.

**WRITE FOR  
FREE CATALOG**

**Midwest**

**FOLDING PRODUCTS**

NS-306

ROSELLE, ILL.

LA-9-2741

Sales Corp.

# Increase Accuracy

while simplifying figure work  
with the *National*\* DELUXE  
ADDING  
MACHINE



with "Live" Keyboard

Cut hand motion and effort up to 50%  
with the exclusive National "Live" Keyboard!

Every amount key on the National De Luxe Adding Machine operates the motor. Result: You can forget the Motor Bar! Eliminates back-and-forth hand motion from keys to Motor Bar. Think of the time and effort this single National feature saves! All keys are instantly adjustable to each operator's preferred touch! It is no wonder operators are so enthusiastic about the National De Luxe Adding Machine. They do their work faster—with up to 50% less effort!

Only National has 14 time- and money-saving features.

"Live" Keyboard and Adjustable keytouch are just two of the 14 time- and effort-saving features which you get in the National De Luxe Adding Machine. You will also like its RUGGED CONSTRUCTION—NEW STYLING—NEW QUIETNESS—NEW BEAUTY. Your National representative will be glad to give you a demonstration and tell you about all 14 features. Call him today.

Your business, too, can benefit from the many time- and money-saving features of a National adding machine. Nationals pay for themselves quickly through savings, then continue to return a regular yearly profit. For more information, call nearest National branch office or dealer. See phone book yellow pages.

**THE NATIONAL CASH REGISTER COMPANY, Dayton 9, Ohio**  
1039 OFFICES IN 121 COUNTRIES • 77 YEARS OF HELPING BUSINESS SAVE MONEY

\*TRADE MARK REG. U. S. PAT. OFF.

**National\***

ADDING MACHINES

CASH REGISTERS • ACCOUNTING MACHINES

ELECTRONIC DATA PROCESSING

NCR PAPER (NO CARBON REQUIRED)

### Dualsound Foldoor Provides Double Insulation



The improved Dualsound Foldoor provides the protection of two sound-insulated partitions and the operating convenience of a single unit. Exclusive construction consists of two narrow profile, Multi-V Folddoors joined by a single lead post to operate as one partition. Two kinds of improved insulation material are used in the Multi-V units to reduce sound transmission by both reflecting and absorbing action and thus assure quiet in flexibly partitioned rooms. **Holcomb & Hoke Mfg. Co., Inc., Dept 1238, 1545 Van Buren St., Indianapolis 7, Ind.**

For more details circle #754 on mailing card.

Smoother, quieter and more efficient collating is assured in the new models and new sheet separators assure single sheet feeding of all material, including prepunched or die-cut stock. The newly designed feeding arms assure straight, parallel delivery of all sheets, and other en-



gineering improvements are incorporated into all models. **Thomas Collators, Inc., 100 Church St., New York 7.**

For more details circle #755 on mailing card.

### Improved Poly-Kote Is Water Emulsion Floor Coating

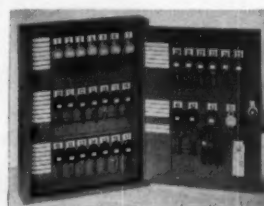
Improved Poly-Kote floor polish, a clear, non-yellowing, synthetic, water emulsion coating, produces a long lasting high gloss finish and can be buffed after cleaning to restore original lustre. Tracked in water or water spillage presents no hazard because the surface becomes more non-skid when wet with water. Built-in resistance to soil, water spotting, traffic marking and scuffing makes Poly-Kote

practical for all flooring and traffic lanes can be patched and blended in without recoating the entire floor. **Hillyard Chemical Co., 403 N. 3rd St., St. Joseph 1, Mo.**

For more details circle #756 on mailing card.

### ColorCap Keying System Provides Visual Control

A keying system based on visual control through color is provided in ColorCap. Adaptable to installations with requirements ranging from five to 99,900 keys, the system consists of pliable synthetic caps in ten colors that fit every type of lever and cylinder lock key. ColorCaps, equipped with removable labels, are housed in specially-built cabinets that include hooks



adaptable to keys of any shape or size. Strips supplied in perforated sheets for ease of typing and installation come with each cabinet as a visible key index and "key-location" cards hung on hooks act as receipts for each key in use. **Saxton Barrett Co., 2251 Lincoln Ave., Altadena 201, Calif.**

For more details circle #757 on mailing card.  
(Continued on page 152)

### Floor Model Collators Have Improved Operation

The full line of semi-automatic and mechanically operated floor model Thomas Collators has been re-engineered for improved operation, durability and attractiveness. The equipment, used for gathering duplicated sheets into sets, include eight, 10, 16, 20 and 32-sheet collators.

Write for illustrated material  
**THONET INDUSTRIES INC.**  
One Park Ave., New York 16.

**SHOWROOMS:** New York,  
Chicago, Detroit, Los Angeles,  
San Francisco, Dallas, Miami,  
Atlanta, Stateville, N. C.,  
Paris, France.

DESIGNED BY  
ILMARI TAPIOVAARA

# THONET



SINCE 1830 MAKERS OF FURNITURE FOR PUBLIC USE

The time to think of maintenance costs  
is BEFORE your school is built...

## DESIGN FOR SAVINGS



# with **SPENCER VACUSLOT®**

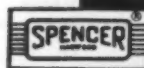
By far the major expense in operating any school building is maintenance. What sound sense it makes, then to design in the maintenance economies of VACUSLOT, the complete housekeeping facility that handles:

- DRY OR DAMP MOP CLEANING
- CONVENTIONAL VACUUM CLEANING
- CARRY-OFF OF DIRT AND LITTER
- PICK-UP OF SCRUBBING WATER
- BOILER TUBE CLEANING
- ERASER CLEANING

Besides reducing maintenance costs, a Vacuslot system improves sanitation and protects students' health by preventing recirculation of dust and germs. And cleaning is quiet.



REQUEST DESCRIPTIVE  
BULLETIN NO. 153C.



The **SPENCER**  
TURBINE COMPANY  
HARTFORD 6, CONNECTICUT

## Literature and Services

• "Ward Quality Line" is the title of a 12-page brochure offered by the Ward Body Works, 4201 S. Congress, Austin, Tex., giving complete specifications on the many types of body variations offered by the company to meet the exact demands of school transportation.

For more details circle #758 on mailing card.

• "Carpets for Every Public Space" are described in a colorful booklet on Lees Commercial Carpet available from James Lees and Sons Co., Bridgeport, Pa. Subjects such as "Why to Carpet," "Where to Carpet" and "How to Carpet" are discussed, and carpeting of areas in schools, hospitals, and other institutions is described and "Points to Remember in Planning for Carpet" are outlined.

For more details circle #759 on mailing card.

• A 16mm sound movie in color, showing three new concepts in school design, is offered without charge to school administrators, board members, architects, parent-teacher organizations and others concerned with school planning. Entitled "Blueprint for Better Schools," the 22-minute film shows some imaginative applications of wood in the modern school and includes three "concept" designs illustrating different sizes and types of junior high schools. The film, showing various new schools where wood has been used successfully, is available through the National Lumber Manufacturers Assn., 1319 Eighteenth St., N.W., Washington 6, D.C.

For more details circle #760 on mailing card.

• Descriptive information on the line of folding tables, chairs and trucks for institutional use, manufactured by Howe Folding Furniture, Inc., 1 Park Ave., New York 16, is presented in a 16-page catalog, which includes a section on how to select the right table truck to meet each individual problem.

For more details circle #761 on mailing card.

• Illustrations of thirteen posters that encourage good housekeeping practices by employees in schools and other institutions are included in **Engineered Maintenance Data Sheet No. 310**. Both the bulletin and the posters may be obtained from Puritan Chemical Co., 916 Ashby St. N.W., Atlanta 18, Ga.

For more details circle #762 on mailing card.

• A revised, up-dated edition of the informative booklet, "Ceramic Tile for Swimming Pools," is now available from American Olean Tile Co., 1000 Cannon Ave., Lansdale, Pa. The basic information necessary for determining general design, size, shape and finish for competitive and exhibition pools, with recommended standards of national organizations, is presented in **Booklet 801**.

For more details circle #763 on mailing card.

• A comprehensive list of currently available recordings and filmstrips suitable for use in most school curriculums is presented in the **1961 CRS Audio-Visual Catalog** offered by Children's Reading Service, 1078 St. John's Place, Brooklyn 13, N.Y.

For more details circle #764 on mailing card.

• A ten-page booklet, outlining the complete school bus engineering, construction, manufacturing and performance program of the Wayne Works Div., Richmond, Ind., is one unit in a set of literature designed especially for school bus buyers and operators. Individual six-page folders in the file of material describe specific bus models.

For more details circle #765 on mailing card.

• A comprehensive "Operating Manual" for the Vega-Mike wireless microphone is available from Vega Electronics Corp., 10781 N. Highway 9, Cupertino, Calif. What the Vega-Mike system is and what it will do are discussed, with typical applications and uses. Operating technics, maintenance and service are covered, and specifications are included for the system.

For more details circle #766 on mailing card.

• A 12-page booklet, issued by Industrial Appraisal Co., 222 Boulevard of Allies, Pittsburgh 22, Pa., presents facts of value in case of fire, including property values and fire loss settlements.

For more details circle #767 on mailing card.

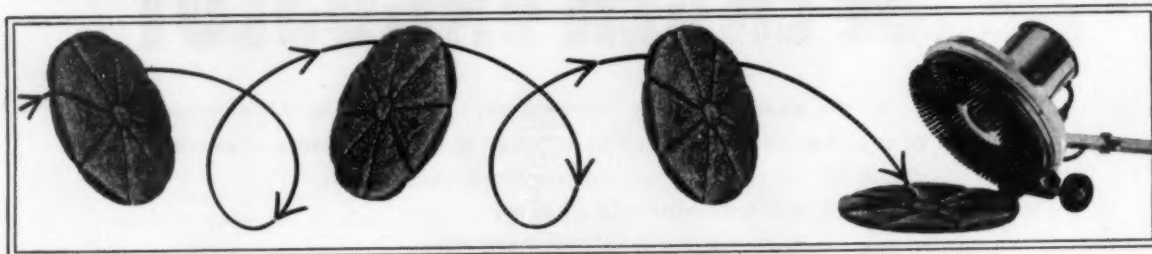
• How prunes can be used to meet nutritional requirements for Type A lunches, with the U.S.D.A. Recipe Card File as a guide, is discussed in the new **School Lunch Trumpeter** published by the California Prune Advisory Board, 30 E. 40th St., New York 16. Serving suggestions and information on handling and storing the fruit are included in the publication.

For more details circle #768 on mailing card.

(Continued on page 154)

For extra-long wear—

# BRILLO SUPERWELD FLOOR PADS



can be used

over...and over...and over

Brillo Superweld Steel Wool Floor Pads are specially constructed with welded reinforcing ribs. This unique construction prevents the sturdy steel wool fibers from unravelling even when you bump baseboards or furniture. You get longer pad life with less cost per cleaning because Brillo Superweld can be used over and over and over again.

There's a Brillo Superweld Floor Pad for every job...scrubbing, dry-cleaning or buffing. Send for free instructive folder today.

To strip floors completely  
Use **BRILLO Syndec®**  
**REVERSIBLE FLOOR PADS**

**BRILLO®**  
**SUPERWELD**  
**STEEL WOOL**  
**FLOOR PADS**

**BRILLO FLOOR PADS—The Safe Way to Beautiful Floors**

BRILLO MFG. CO., INC., BRKLYN 1, N. Y.

## Film Releases

"Legal Liability of Teachers for School Accidents," 30-min. sound, color film by Robert R. Hamilton, Dean Emeritus, College of Law, University of Wyoming, Thos. J. Barbre Productions, 2130 S. Bellaire St., Denver 22, Colo.

For more details circle #769 on mailing card.

A year's filmstrip course in beginning French for elementary grades, consisting of 20 filmstrips, each with an accompanying 12-inch LP record and an extensive 64-page teacher's Manual, called "En Classe." Five "Reading Improvement" 16-mm sound films for students in the intermediate grades and junior and senior high schools, for showing singly or as an integrated series. "Geography of South America," in three sections; "The Earth: Its Atmosphere;" "How Sunshine Helps Us," and "Classifying Plants and Animals," all 16mm sound films, black and white or color, approximately 11 min. each. Coronet Instructional Films, 65 E. South Water St., Chicago 1.

For more details circle #770 on mailing card.

"Mathematics for Primary Grades," for kindergarten through Grade 2, series of eight color filmstrips. "Understanding the Atmosphere," six color filmstrips for junior high science. The Jam Handy Organization, 2821 E. Grand Blvd., Detroit 11, Mich.

For more details circle #771 on mailing card.

"Parlons Francais," program of instruction in French for elementary schools, in package consisting of a course set of 60 15-min. sound-film lessons in color or black and white, on 8mm or 16mm film, with basic dialogs and vignettes filmed in France; a set of eight 15-min. sound film teacher preparation programs on 8mm or 16mm film, color or black and white, two sets of two-volume teacher's guides, two sets of teacher preparation recordings, 25 sets of 40 practice and drill recordings for students, 25 audio-lingual activity books for pupil use, two teacher's editions of the books, one high fidelity record player, and one 8mm high fidelity transistorized sound projector and amplifier. The "Parlons Francais" course is also presented on video-tapes for use on educational TV programs. Heath deRochemont Corp., 16 Arlington St., Boston 16, Mass.

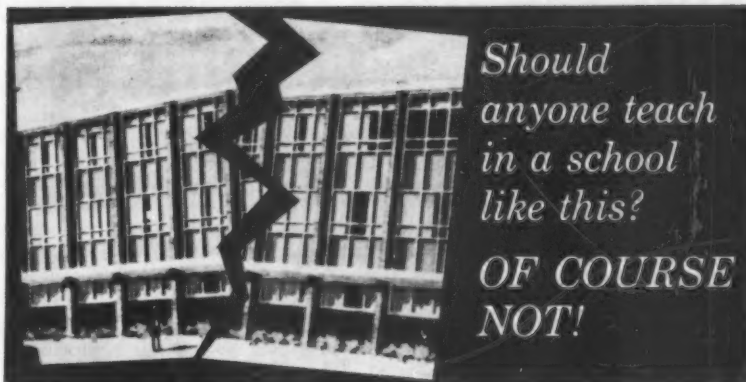
For more details circle #772 on mailing card.

"Weather Scientists," 13½-min. color film in "Living Science" series, teaching aid for elementary schools to portray procedures used in the practice of modern meteorology. United World Films, Inc., Educational Dept. 1445 Park Ave., New York 29.

For more details circle #773 on mailing card.

## Supplier's News

Cenco Instruments Corp., 1700 Irving Park Rd., Chicago 13, announces the inauguration of a new Educational Films division. The new division is producing top quality 16mm color, sound educational films for elementary and high school classes, covering elementary sciences, physics, geometry and chemistry.



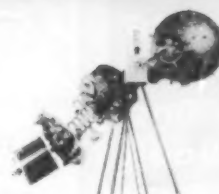
*Should  
anyone teach  
in a school  
like this?*

**OF COURSE  
NOT!**

*And today you can't afford only  
half a science course, either.*

## THE SPITZ PLANETARIUM

*is the one scientific instrument  
designed to offer a complete and  
coordinated earth-space science  
course for the modern age.*



MODEL A-3-P

PLANETARIUM DIVISION • SPITZ LABORATORIES, INC. • YORKLYN, DELAWARE



# rugged and efficient



## ■ A WHITE DOWNWARD PRESSURE WRINGER

with its uniformly thick armor of zinc chromate, applied on the industry's only automated plating line, is your automatic insurance against rust and corrosion . . . for years.

More Reason Why  
In Floor Cleaning  
Equipment . . .



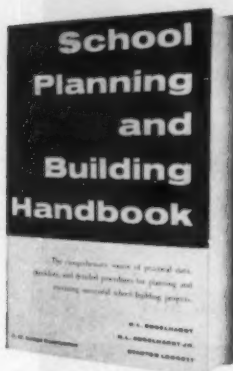
**WHITE**  
IS THE WORD FOR  
**CLEAN**

WHITE MOP WRINGER COMPANY FULTONVILLE 20, NEW YORK

# Authoritative, Practical Help at Every Step of the Building Program

## SCHOOL PLANNING AND BUILDING HANDBOOK

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Here is the only practical handbook dealing with every phase of planning and executing school building programs. This one book is the best source of information needed every day by administrators, members of boards of education, building committees, business managers, superintendents of schools, and everyone else concerned with the building program.

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SCHOOL PLANNING AND BUILDING HANDBOOK does not deal in generalities—it is the most specific, practical work ever published in this field. It is a priceless reservoir of vital facts which will be a constant aid to you in your building program.

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Send me—copies of *School Planning and Building Handbook* @ \$12.75 each. After ten days free examination, I shall either remit the price plus a few cents postage, or return the book with no obligation.

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576

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(headings abridged here)

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3. The School Building Survey: Trends, Scope, Building in a Changing Community
4. Educational Specifications for New School Buildings: Requirements, Planning the Primary Classroom, Developing a Program
5. Public Relations: Importance, Literature, Organizing for an Intensive Campaign
6. Local Administrative Variations
7. Planning for Equipment, Furniture: Trends in Equipment, Responsibilities
8. Budget and Accounting for Programs: Capital Budget of the Community, Necessary Accounting Records
9. School Site Selection: Trend toward Onestory Construction, How Community Progress Affects the Schools
10. Acquisition of Sites: Board Policy, Eminent Domain, Condemnation
11. Standards for Site Engineering Surveys
12. Contract with the School Building Architect
13. Contract with the Engineer: Specialized Engineering Problems, Engineer's Fees and Contracts
14. Problems of Land Use and Landscaping: Changing Concepts, Estimating the Cost
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The index on this and the following page lists advertisements in this magazine alphabetically by manufacturer. For additional information about any product or service advertised, circle the manufacturer's key number on the detachable postcard and mail it. No postage is required.

Products described in the "What's New" pages of this magazine also have key numbers which appear in each instance following the description of the item. For more information about these items, circle the appropriate numbers on the postcard and mail it, without postage, to The Nation's Schools.

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June, 1961

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TITLE

INSTITUTION

ADDRESS

ZONE

STATE

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*Children know*  
**IF IT'S  
 TIMELY  
 IT'S IN  
 COMPTON'S**



*It's in Compton's If It's Timeless*



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